

Step 1

Step 3

Data Sources Reviewed	Strengths supported by data 2009-2010 (How did you accomplish it?)	Opportunities for improvement 2010-2011 (What will you do differently?)	Plan for Improvement	Alignment to CIP (Goal, Target, Approach, Deployment)	Expenditures
Reading: PBMAS, AYP, AEIS, ADT	-Accountability Data Table & AEIS: All Students 95%, H 89%, W 96%, EcD 92%	-Accountability Data Table & AEIS: AA 88%,	Title Funds (Tutors); Comprehensive data usage to drive ILT Tiers; Targeted student interventions	G2, T2, AB, D13 G2, T1, AA, D9 G2, T1, AA, D4 G2, T1, AA, D12 G2, T1, AB, D2	Title Funds; Time and effort; SCE Funds
Math: PBMAS, AYP, AEIS, ADT	-Accountability Data Table & AEIS: All Students 91%, AA 88%, W 93%	-Accountability Data Table & AEIS: H 79%, EcD 85%	Title Funds (Tutors); Comprehensive data usage to drive ILT Tiers; Targeted student interventions	G2, T1, AA, D7 G2, T1, AA, D4 G2, T1, AA, D12 G2, T1, AB, D2 G2, T2, AB, D11	Title Funds; Time and effort; SCE Funds
Writing: PBMAS, AYP, AEIS, ADT	-Accountability Data Table & AEIS: All Students 96%, AA 100%, H 100%, W 95%, EcD 94%	Sustain and Grow; Increase Commended Performance from 31%; Focus on At-Risk Commended Performance from 9%	Comprehensive data usage to drive ILT Tiers; Targeted student interventions	G2, T1, AA, D8 G2, T1, AA, D12	Time and effort
Science: PBMAS, AYP, AEIS, ADT	-Accountability Data Table & AEIS: All Students 94%, AA 100%, W 96%, EcD 95%	-Accountability Data Table & AEIS: H 88%, LEP 50%	Comprehensive data usage to drive ILT Tiers; Targeted student interventions	G2, T1, AA, D2 G2, T1, AA, D3 G2, T1, AA, D4 G2, T1, AA, D12 G2, T2, AB, D11	Time and effort
ELL Needs Met: PBMAS, AYP,			SIOP Training; ELPS Toolkit;	G2, T1, AA, D10	Time and Effort

AEIS, ADT					
Parent Involvement	350 parents attended Luau for Learning 09-10; 150 parents attended Curriculum Night Sept. 2010	Goal of maximizing parent participation at curricular events	Pilot Parent Volunteer Program; Luau for Learning; Curriculum Night; PTO Movie Night; RISE program; Carnival; Campus Parental Involvement Policy and Parent-School Compact will be sent home during the first month of school; Parent/Teacher conferences regularly; Family Access Honeywell reminders	G4, T1, AA, D1 G4, T1, AA, D5 G4, T1, AA, D8 G4, T1, AA, D9 G4, T1, AA, D10 G4, T1, AC, D1 G4, T1, AC, D2	BISD Grant for RISE program; PTO Funds; Time and Effort
Facilities	Clinkscale is a brand new facility with ample space.	Challenges presented thus far are nothing out of the ordinary for a new facility.	Turn in work orders in a timely manner.	G1, T1, AB, D2	Charter Builder; Maintenance Dept.
Highly Qualified Teachers	All of the Clinkscale staff members are Highly Qualified	Attend job fairs to recruit the highest qualified applicants, including recruiting and hiring only ESL certified teachers to meet the needs of changing student demographics	Goal of interviewing/possibly hiring more minority candidates to reflect the changing demographics of Clinkscale	G5, T1, AA, D2 G5, T1, AB, D1	BISD Funds; Time and Effort

<p>Staff Development</p>	<p>PLP, SIOP Training, AIMSWEB, Performance Excellence, PDSA at Campus Retreat Aug. 2010; ongoing</p>	<p>SIOP in progress, as the staff gets more comfortable in implementing in the classroom</p>	<p>Introduction of SIOP at retreat, three sessions of SIOP professional development in Sept/Oct. 2010, and ongoing training as needed; TELPAS training in Spring 2011; Title Funds to address teacher needs as they arise</p>	<p>G2, T2, AB, D1 G2, T2, AB, D2 G2, T2, AB, D5 G2, T2, AB, D6 G2, T2, AB, D8 G2, T2, AB, D11</p>	<p>Title Funds; Time and Effort</p>
<p>GT: PBMAS, AYP, AEIS, ADT</p>	<p>Commended Scores 44% 3rd reading, 46% 5th science</p>	<p>Commended Scores 26% 3rd math, 27% 4th math, 28% 5th math</p>	<p>Increase Commended Scores to 50% in all subject areas</p>	<p>G2, T1, AB, D3 G2, T1, AC, D1</p>	<p>Time and Effort</p>
<p>Safe Schools: Data from Drill reports</p>	<p>Conduct ten drills per year in line with local and state policy; Cameras throughout the building; Crisis binders updated; Emergency Plans in place</p>	<p>All drills under three minutes</p>	<p>Continue to practice drills with the goal of all drills conducted correctly in under three minutes</p>	<p>G1, T1, AA, D1 G1, T1, AA, D2 G1, T1, AA, D3 G1, T1, AA, D4 G1, T1, AB, D1 G1, T1, AB, D3</p>	<p>Time and Effort</p>
<p>Wellness/CATCH: Data from CATCH coordinator; CATCH student performance data</p>	<p>CATCH Goal Team; Cafeteria labels Go, Slow, Whoa; District and Campus level Wellness Program; All professional</p>	<p>Use of data and full participation in the program</p>	<p>Regular Goal Team meetings; continuation of BISD Wellness Programs; Participation increase for staff members</p>	<p>G1, T1, AA, D6</p>	<p>Time and Effort</p>

	staff members received pedometers for fitness activity				
Review Participants					

Step 2

Narrative—How were areas of need determined and prioritized? (Fill in below or attach narrative.)

- Questions to consider: What are the strengths and needs of our district and its representative groups?
 What evidence supports the strengths and needs?
 What are the priorities?
 What are we learning about our district, and what connections are we making?
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The strengths of Clinkscale Elementary are as follows:

- Clinkscale Elementary is a TEA Exemplary Campus, 2009-2010
- Reading Scores:
 - All Students 95%
 - Hispanic 89%
 - White 96%
 - EcD 92%
- Math Scores:
 - All Students 91%
 - African American 88%
 - White 93%

- Writing Scores:
 - All Students 96%
 - African American 100%
 - Hispanic 100%
 - White 95%
 - EcD 94%
- Science Scores:
 - All Students 94%
 - African American 100%
 - White 96%
 - EcD 95%
- Harmonious and unified staff as evidenced by low employee turnover (93% retention)

Strengths are evidenced by TEA designation as Exemplary and by the fact that all subgroups are within the six percent gap with the exception of Hispanic Math.

The needs of Clinkscale Elementary are as follows:

- Hispanic Math- this has been a trend across BISD. We have and are addressing this need with our careful attention to the TELPAS process, our mentoring processes, the RISE program, and our multiple, all staff faculty meetings that focused on the SIOP program and process which targets our ELL and related learners. Our 79% passing rate is far short of the 6% gap that is tolerable in meeting the needs of our CIP and NCLB. We shall close this gap accordingly to meet this glaring need.
- Commended rates for all subject areas- 50% is the goal for all grades and subject areas; grade 3 reading 44%, grade 3 math 26%; grade 4 reading 35%, grade 4 math 27%, Grade 4 writing 31%; grade 5 reading 31%, grade 5 math 28%, grade 5 science 46%
- EcD Math cannot be used this year to “gate up”- 85% last year MUST be 90% or greater 2010-2011
- LEP Science- 50% in 2009-2010; goal of 88%-90% this year, a staggering 38-40% increase; we shall meet this through our ELL processes, mentoring, RISE (as applicable), and through implementation of skills acquired through our 4 SIOP trainings- fall 2010.