

Ryan Zone



Campus Improvement Plan 2019-20

Billy Ryan High School



Campus Improvement Plan 2019-20

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Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Ryan High School will provide its diverse student population with a knowledge base that will make them productive citizens in the community and will prepare them for life after high school.

The entire school, faculty, and staff will work together to produce individuals who are aware, concerned, knowledgeable, and responsible. RHS will foster citizenship, promote literacy, and cultivate personal fulfillment in its student body in a safe and healthy school climate.

School Vision

The vision of Ryan High School is to produce productive citizens in the community. We pledge to prepare our students as thoroughly as possible for the needs of today and tomorrow. We will prepare them to be communicators, problem solvers, and contributors in the community after high school. Upon graduation, Ryan students will be prepared to take on their next step in life, regardless of whether they choose college, the workforce, or the military.

School Values

Excellence, Community, Perseverance, Responsibility

WIG 1: Ryan High School will facilitate and increase the academic achievement and four -year completion for all students while maintaining a focus on subgroup and at-risk populations. RHS will strive to increase passing percentages in all End-of-Course assessments, exceeding the state averages.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Employ early intervention strategies by counselors, APs, Diagnosticians & teachers for any students exhibiting at risk behaviors	Admin. Faculty Central Services C&I	\$14,162 SCE (Night School, Sat. School, Tutorials)		Number of Disciplinary Referrals, Decrease in Truant Students, Night School and tutorial attendance	Accountability Summary Completion Data, Repeaters Repor TEA Accountability Report	October-May
Maintain continuous communication between staff and parents regarding students' progress	Accountability summary,	\$48,314 Academic Liasion		Teacher Tutorials STAAR /EOC results Improvement levels in Reading from ESL, and	College Readiness Report (TEA) PTSA Newsletter School Wires Phone and e-mail /HAC	October-May
Increase enrollment of minority and at-risk students in Pre-AP, AP, and Dual Credit classes.	Grade Reports, PGP's, AWARE, RTI, Assessments,			SAT/ACT report National Merit Report AP Distinguished and Commended report	Master Schedule class enrollment numbers. University records of dual credit students	October-May
Provide SAT & ACT Prep course, with scholarships available, to all students in need. Offer PSAT prep class as an elective to sophomores.	Internal and outside sourcing for ACT/SAT prep PSAT classes in master schedule Campus prep SAT					

WIG 1: Ryan High School will facilitate and increase the academic achievement and four -year completion for all students while maintaining a focus on subgroup and at-risk populations. RHS will strive to increase passing percentages in all End-of-Course assessments, exceeding the state averages.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Added ESL /ELA teaching units (3) to meet the needs of ELL population for Reading and Writing initiatives. In addition added four ESL Academic support classes for credit recovery and one-on-one instruction for ESL students</p>	<p>ESL Reading ESL Ac. Interventionists</p>	<p>\$60,000 additional Teaching unit For ESL Reading</p>		<p>Teacher Tutorials STAAR /EOC results Classroom observations, Workshops, Materials Master Schedule ESL Dept. work with campus</p>	<p>ESL Academic Interventionist report Quarterly grade reporting</p>	<p>October-May</p>
<p>Focus on SPED population with targeted Instruction designed to meet the needs of students and provide strategies for overall academic success</p>	<p>All staff Diagnosticians SPED case monitors</p>			<p>IPR reporting from 3, 6, 9 weeks EOC assessments District assessments</p>	<p>Improved overall success rates on all coursework Credit audits to ensure on track for graduation</p>	<p>Aug. - May</p>

WIG 2: Ryan High School will work to recognize and retain high quality teachers and will strive to consistently honor the accomplishments of staff and students.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Review of new and returning faculty member interests/skill sets to identify new ideas for clubs and/or potential faculty sponsors. Utilize Gallup Strengths Finder training to strengthen teacher skill sets. Addition of Strengths Academy to HS 101 programs.	Principal and Associate Principal Teachers, Students Parents Central Admin.			Meetings held Communication Gallup workshops Campus presentations Strengths training Campus, District, State presentations	End of Year conferences T-TESS reviews Teacher interviews Faculty Engagement survey	Sept.- May
Include Strengths curriculum to strengthen teachers in the areas of English 3, English 4, and World History in addition to the various campus opportunities offered.	Principal and Associate Principal Teachers, Students Parents Central Admin.			Board presentations at end of 3rd quarter Faculty input during end-of-year meetings	Student achievement in the classroom Behavior modification	Sept.-May
Family Night communication meetings to discuss school classes, clubs, organizations, and information sessions to inform parents	Scott Spaulding			Family dinners and Presentations.	Continued focus on academic achievement	Fall/Spring
Student/Staff Recognition programs For Teacher/Staff/Students of the Month	PTSA, Renaissance Committee			Awards programs December and May Recognition through PTSA Validation for student academic achievement	Teacher and Staff recognition of hard work Community involvement in awarding recognition Teacher presentations at state and district levels.	Sept.- May

WIG 3: By the end of the 2019-2020 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 15%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Direct “marketing” of clubs/organizations to student body (and specifically to target population)	Navianace Website Facebook Teachers Coaches			Direct contact with students Rosters of clubs, sports	Measurable increase in organization/club membership Athletics/Fine Arts numbers	October-May
Review faculty members interests/skill Sets to identify new ideas for clubs and/or potential faculty sponsors. Utilize Gallup Strengths Finder training to strengthen teacher skill sets. Strengths Academy to HS 101 programs	Principal Associate Principal Teachers Students Parents Community			Meeting held with faculty Gallup Workshops Campus presentations	New clubs formed, new sponsors identified	Sept.- May
Solicitation of outside sources of Funding and sponsorship	Administrators Faculty Parent volunteers			Meetings, follow-up contacts in community Civic organizations appearances	Board presentation at end of third quarter Faculty input during end-of-year	October-May
Family Night communication meetings to discuss school classes, clubs, organizations, and information sessions to inform parents	Scott Spaulding			Attendance at quarterly meetings (parents) Open House 8th Grade Night	Parent feedback Parent Surveys Q/A sessions	Nov.-May

WIG 3: By the end of the 2019-2020 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 15%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring

WIG 3: By the end of the 2019-2020 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 15%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring

**Texas Education Agency
2019 Closing the Gaps
RYAN H S (061901002) - DENTON ISD**

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Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	16	19	84%	50.0%	42.0
Graduation Status	5	7	71%	10.0%	7.1
ELP Status	1	1	100%	10.0%	10.0
School Quality Status	9	9	100%	30.0%	30.0
Closing the Gaps Score					89

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status															16	19
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	Y	Y	Y		N			Y	Y	N		Y	Y		
% at Meets GL Standard or Above	47%	37%	37%	64%	50%	61%	100%	-	36%	29%	14%	38%	48%	42%		
# at Meets GL Standard or Above	657	93	228	303	8	22	3	-	315	127	29	9	534	123		
Total Tests (Adjusted)	1,401	251	621	474	16	36	3	-	887	434	208	24	1,111	290		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	Y	Y	Y					Y	Y	N		Y	Y		
% at Meets GL Standard or Above	61%	55%	59%	66%	80%	86%	100%	-	54%	56%	21%	50%	64%	50%		
# at Meets GL Standard or Above	318	56	137	113	4	6	2	-	190	89	19	3	257	61		
Total Tests (Adjusted)	522	102	234	172	5	7	2	-	353	160	89	6	401	121		
Total Indicators															16	19
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	N	N	N	N					N	N	N		N	N		
Academic Growth Score	60	53	56	68	80	54	-	-	58	58	53	61	61	57		
Growth Points	304.5	43.5	117.5	132.5	4.0	7.0	-	-	166.5	77.0	30.5	5.5	256.0	48.5		
Total Tests	504	82	209	195	5	13	-	-	288	133	58	9	419	85		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	Y	Y	Y					Y	Y	N		Y	Y		
Academic Growth Score	79	74	77	81	100	93	100	-	73	75	44	75	81	70		
Growth Points	330.5	58.5	144.0	116.5	3.0	6.5	2.0	-	201.0	95.5	28.0	3.0	274.0	56.5		
Total Tests	421	79	186	144	3	7	2	-	274	127	64	4	340	81		
Total Indicators															8	18
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Y	Y	Y	N					Y	Y	N					

**Texas Education Agency
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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	96.6%	94.4%	97.0%	96.8%	100.0%	100.0%	-	100.0%	95.5%	95.7%	86.4%					
# Graduated	431	68	162	184	4	11	-	2	213	66	38					
Total in Class	446	72	167	190	4	11	-	2	223	69	44					
Total Indicators															5	7
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										36%						
TELPAS Progress										101						
TELPAS Total										282						
Total Indicators															1	1
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	Y	Y	Y	Y	Y	N			Y	Y	N	Y	Y	Y		
STAAR Component Score	50	44	44	60	54	65	77	67	42	37	22	43	51	46		
% at Approaches GL Standard or Above	76%	72%	71%	84%	80%	87%	100%	100%	69%	64%	41%	64%	77%	72%		
% at Meets GL Standard or Above	54%	45%	47%	68%	60%	70%	100%	100%	44%	37%	20%	50%	56%	49%		
% at Masters GL Standard	20%	15%	15%	27%	23%	37%	30%	0%	14%	9%	5%	14%	20%	17%		
Total Tests	3,011	563	1,325	1,011	30	71	10	1	1,922	882	424	42	2,356	655		
Total Indicators															10	12
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y		
% Students meeting CCMR	65%	53%	62%	71%	50%	83%	-	90%	60%	58%	81%	60%	67%	53%		
# Students meeting CCMR	296.5	39.5	109.5	131.5	1.5	10.0	-	4.5	131.0	45.0	43.5	3.0	258.0	38.5		
Total Students	456	74	177	185	3	12	-	5	218	77	54	5	383	73		

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
RYAN H S (061901002) - DENTON ISD**

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Indicators															9	9
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	99%	100%	100%	99%	100%	98%	100%	-	100%	100%	100%	97%	100%	99%		
# Participants	1,541	276	708	494	18	39	3	-	996	522	229	31	1,186	355		
Total Tests	1,549	277	711	497	18	40	3	-	998	523	230	32	1,189	360		
Mathematics																
% Participation	100%	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	100%	100%	99%		
# Participants	562	113	251	180	5	9	2	-	377	174	96	9	410	152		
Total Tests	564	113	252	181	5	9	2	-	378	175	96	9	411	153		

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Classroom Assessments (Major and Minor)
Technology
Standards-based curriculum
Differentiation Implementation
Professional Learning Community Goals

District benchmarks

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Distinctions in 4 TEA recognized categories:</p> <p>Math, Science, English, Closing the Gaps.</p> <p>Passing rate for Algebra 81%</p> <p>Passing rate for Biology 84%</p> <p>Passing rate for English 1 66%</p> <p>Passing rate for US History 89%</p> <p>All populations increased in four of five EOC assessments</p>	<p>Continued improvement in passing rates for economically disadvantaged students</p> <p>Continued focus on the needs of the English Language Learner</p> <p>Continue to offer and recruit for workshops for AP staff and to recruit AP students</p> <p>Continued work with tutorials and additional interventions for English, Science, and Math</p> <p>Additional Academic support classes for ESL population</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

State Compensatory Education Funding
Academic Liaison
ESL funding to help with the new staff that has been put in place in the ESL department
EOC tutorials
Night School
Saturday School

Continuing to add variety of learning formats

Blended Learning

Lab classes for remediation



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Enrollment
Attendance
Ethnicity
Gender
Mobility/Stability
Leaver Report
College Dual Credit/AP enrollment
TAPR report data
DISD Campus Reports

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Only 2.2% of RHS graduates leave with a Foundation diploma with no endorsements.</p> <p>88.4% leave with either a Recommended H.S. program or a Distinguished Achievement program</p> <p>56% Economically Disadvantaged</p> <p>Staff ratios of diversity: 44% male 56% female 95% graduation rate (slightly down from previous year)</p> <p>Average of 35% retesters success for the 18-19 school year...highest overall for campus.</p> <p>.02% dropout rate</p> <p>Increased ratings overall for ELL population for 18-19</p>	<p>Continued focus on the English 1 and English 2 EOC and helping with At Risk population</p> <p>Focus on reading improvement at all levels.</p> <p>Look at overall success rates on two or more EOC among all populations</p> <p>Continued monitoring of ELL programs with new staff and training opportunities</p> <p>Writing focus in PLC</p> <p>Continue cross-curricular writing focus Incentives to continue with attendance Improvements</p> <p>ELL Academic Support additions to staffing</p> <p>ESL Reading sections added to master schedule</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>State Compensatory Education Academic Liaison Attendance Liason Technology for students who can work on blended learning off campus</p>
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Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Campus Culture and Climate Survey
TAPR
PTSA Feedback
CLT Community Member Feedback
CIP Student Survey Questionnaire

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...-	Needs -
<p>Teachers caring and kind (student/parent survey results)</p> <p>Sense of community (parents and community responses)</p> <p>Communication improvements</p> <p>Email and phone call outs for reminders</p> <p>REMIND 101</p> <p>Teacher e-mail communication with parents</p> <p>Home Access Center</p> <p>PTSA involvement</p> <p>UNT Mentoring program</p> <p>Community speakers and industry hiring interviews</p>	<p>More community recognition days scheduled at school</p> <p>Continued “one place stop” to check for parent updates</p> <p>Scholarship workshops</p> <p>FAFSA assistance workshops</p> <p>Continued support for teachers with recognitions at lunches, and work days</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>Continued updates to parents on communicating the goals of the school</p> <p>Additional parent/student collaboration nights for FAFSA and college and career educational opportunities</p> <p>Open House information for all families regarding upcoming programs and events</p> <p>Community donations (which have been very good) and partners in the community to continue to help with honoring teachers and students throughout the year.</p>





School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Administrative Staff Feedback
Demographics
TAPR
School website
RHS Counselors Report
Surveys
Questionnaires
Focus Groups
PTSA

Interviews
 Open House
 Parent meetings
 Campus Culture and Climate Survey

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Administrative support Counseling support Experienced teachers Scheduling opportunities Technology upgrades Safety FAFSA completions increased by 18% CCMR increased Scholarships increased from 2017-18 to 2018-19 from \$5,885,717 to \$9,024,877 192 Seniors completed NCTC applications Dual Credit enrollment increases in English 3 and Dual Credit English 4, Huge increases in enrollment in US History and Government dual credit 92% parent approval for academic and instructional needs met 84% approval rating for campus leadership 98% of family members surveyed felt that students had a person on campus to go see when needed	Continued safety precautions and visibility Continued collaboration with staff regarding school events Improved quality and quantity of staff recognition Continuing to improve ESL and SPED staffing to meet all needs of student populations Encouragement to staff to pursue ESL certifications Campus committees to bolster CCMR completion and help students with TSI testing

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continued recognition of staff for daily accomplishments

Work to meet the needs of all student populations

State Compensatory Funding



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Surveys
Questionnaires
Focus Groups
PTSA
Interviews
Open House
Parent meetings
Culture and Climate Results

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Administrative support Counseling support Experienced teachers Scheduling opportunities Technology upgrades Safety Culture and climate indicate strong sense of community Staff and students feel valued and safe Respectful culture based on survey results 84% approval rating for campus leadership 98% of family members surveyed felt that students had a person on campus to go see when needed	Continued safety precautions and visibility Continued collaboration with staff regarding school events Improved quality and quantity of staff recognition BERT meetings to stay abreast of building safety issues

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continued recognition of staff for daily accomplishments Work to meet the needs of all student populations State Compensatory Funding



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

TEA Accountability Summary 2016 Spotlight High School Data Overview of 2016 State Accountability Safeguards TEA Distinction Designation Summary Campus Culture and Climate Survey

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">- 32% of faculty has a Master’s Degree or higher (12% above state average).- 19% have over 20 years experience- Above state average for teachers who have 5+ years of experience.- Instructional coaches have conference periods/blocks dedicated to working with faculty.- Teacher absentee rate for last year was 7.8% down from previous year 16.46%- Teacher turnover rate for last year was 10% down from previous year of 21%-	<p>Continued retention of quality teachers</p> <p>Recruitment of highly-qualified teachers in numerous disciplines</p> <p>Improvements in teacher recognition programs</p> <p>Utilize community partners to invest in the recognition of teachers and the hard work that they do.</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

State Compensatory Education Adopt-A-School recognition Student Council Campus Preferred Vendors



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

State Assessment Data
TELPAS
TAPR (Texas Academic Performance Report)
SAT/ACT/PSAT Results
Graduation Completion Rate
Advanced Courses/Dual Credit
Distinguished Recognition Reports (TAPR)
Stoplight (DISD) report

AWARE

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Highest number of TEA Academic Distinctions in school history. Distinction in English Distinction in Math Distinction in Science Distinction in Closing the Gap Increased percentage of Meets to 63% in Algebra Increased percentage of Masters to 39% in Algebra 82% overall passing rate in Algebra 84% overall passing rate in Biology 89% overall passing rate in US History Tied for first in cohort groups across state in overall academic growth for the year in all subjects Increased number of AP students enrollment Increased number of Dual Credit enrollment Average retesters success rate in all EOC testers 38%...highest in many years	Continued improvement in English 1 and English 2 EOC results Goal of over 72% passing rate for Both Reading improvement for ESL population Increased passing rates for classes and EOC for all Populations Above state average in all subjects for EOC Tutorial programs, Night School, Saturday School Continued SAT/ACT/Dual Credit promotion Technology to meet the demands of Blended Learning classes and to help with credit recovery classes in labs

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continued support for ESL teaching units
State Compensatory Education funding
Community resources for food and tutorial sessions beyond the school day
Technology to meet demands of a growing blended learning environment



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Bright Bytes survey
Campus technology report (CLT survey)
Professional Development and Teacher Needs Assessment
Central Services Technology support

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Access Continued use of Google Apps for education Increase in supply of Chromebooks (district and campus provided) Chromebook usage increased 2018-19 Technology used to support curriculum, instruction, and assessment goals Leadership Technical support Blended Learning classes increased to include Eng. 4, Government, Economics Odyssey labs used to increase credit recovery for students to stay on track to graduate Continued usage of Google Classroom</p>	<p>Additional technology professional learning opportunities Professional planning opportunities Continued work on digital citizenship Teacher and student use of the 4C’s-Creating, Collaborating, Critical Thinking, and Communication Ability for students who do not have computer access to be able to still have access to some type of device at home</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>State Compensatory Education Possible technology grants</p>



Summary of Priority Needs

Demographics...

Continue efforts of Academic Liaison and Attendance Liaison in their work with at-risk students success rates. Work with teacher tutorial programs to reach more students throughout the year. Create blended learning opportunities and credit recovery programs for at-risk students. State Compensatory Education funds.

Student Achievement...

Continue work with TSI and Academic Readiness. Encourage participation in SAT/ACT preparation. Improve passing rates of English I and English 2 EOC. Encourage completion of licensure programs for CTE. Improve CCMR category for TEA . Create more learning opportunities for students who are working off campus to ensure that they have ample chances to stay on track for graduation.

School Culture and Climate...

Build on the development of teacher recognition programs. Continue to keep parents informed about events of importance at RHS. Increase student recognition opportunities via technology in Commons.

Increase involvement of faculty with the work of the PTSA.

Recognize staff and students with Broadcasting features

Staff Quality, Recruitment and Retention...

Increase the efforts to recognize and retain high quality teachers. Continue staff recognition programs throughout each month through PTSA, Adopt-A-School, and campus recognition initiatives. Recruit highly qualified, ESL certified teachers for future years.

Curriculum, Instruction, and Assessment...

Increased participation in Professional Learning Communities not only through the campus but across campuses with Strickland and Myers (particularly in the subject areas of English, Math, Science, Social Studies). Planning across horizontal and vertical teams. Increase numbers of students scheduled for AP and Honors courses. Monitor the work being done by ESL Academic Interventionists across the campus ESL curriculum. Strategize for preparation for the TSI. Form team to help with CCMR accountability. Add materials for study in preparation for all EOC assessments.

Family and Community Involvement...

Publicize school-wide events and continue communication with all stakeholders regarding school events. Increase parent participation at school-sponsored activities. Bring in community stakeholders for career awareness days throughout the year. Partner with the universities for a number of campus mentoring programs. Work to reach out to Denton civic organizations and partner with their programs to speak about the good things that happen at RHS and the DISD.

School Context and Organization...

Continue to work on student academic accountability through various support programs both during school and with after school tutorial programs. Increase the recruitment of highly qualified and certified teachers to support the needs of the campus. Be willing to add programming and offer alternatives to traditional classroom instruction by utilizing technology.

Technology...

Continue working toward the classroom innovations in Google and various platforms that are offered through campus and district supported sources. Add resources for blended learning, and seek ways to continue to serve at-risk population with variety of educational platforms.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Robert Lamon
Teacher	Randal Hare
Teacher	Virginia Keeling
Teacher	Azalea Yuoh
Teacher	Raiford Malone
Teacher	Mary Durbin
Teacher	Stephanie Valle- SAC
Campus-Based Non teaching Professional	Karen Guenther
Campus-Based Para or Operations Staff Rep	Leslie Terronez
District-Level Professional	Dr. Robert Stewart
Parent Rep	Adrian Eaglin
Parent Rep	
Community Rep	Justin Ray- Jostens
Community Rep	
Business Rep	
Business Rep	

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
9-17-19	4:15	Conf. Room
10-15-19	4:15	Conf. Room
1-21-20	4:15	Conf. Room
2-18-20	4:15	Conf. Room
3-17-20	4:15	Conf. Room

Advanced Technology Complex



Campus Improvement Plan 2019-20

Table of Contents

- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

We will teach students to think and learn using career pathways.

School Vision

To serve students, preparing them for college and/or careers through rich curriculum, certification acquisition, industry/community/college connections, skill acquisition, real-world application of skills and thorough insight through career exploration.

School Values

The ATC values creating a culture where students want to learn.

WIG 1: To support students meeting college and career readiness levels, ATC staff will focus the increase of student pass rates on certifications and correlate the certification exam lexile levels as an indicator of reading readiness.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Identify the Lexile level of the CCMR recognized certifications	Administration Campus /District		CNA	Lexiles identified and shared with staff	Teachers know the Lexile score and utilize this knowledge to design lessons and assessments to support student learning Assessment for informal, formal and certification. Practice tests for certifications.	
Lesson design to include academic vocabulary and reading level that matches the certification exam content	Teachers / Administration		CNA	Informal and formal assessments reflect the academic vocabulary and reading level of the associated certification exam	Increased student success on assessments at this level with positive correlation to student success on the aligned certification exams Lesson Plan Review Assessment results both formative and summative.	
Increase the number of tests attempted and the number of certification tests passed	Teachers/ Administration			Data collection from prior year to previous with analysis	Increase in the number of certification exams attempted and completed	

WIG 1: To support students meeting college and career readiness levels, ATC staff will focus the increase of student pass rates on certifications and correlate the certification exam lexile levels as an indicator of reading readiness.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					Practice tests success rates. Comparative analysis	
Systematic collection of data on certification exams taken post graduation.	Teacher s/Administrators			Maintained communication with graduates that yield data on exam attempts and success	Information gained and can be integrated to district accountability for CCMR Collection of data through maintained communication with graduate students	

WIG 2: ATC staff members will foster a culture of social-emotional learning for all students through the development of self-awareness, interpersonal skills, and sustained positive relationships, as evidenced in ethical decision-making skills and responsible behaviors in school and community contexts.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of Mile 2 initiative with staff.	Teacher s/Admini stration			Staff members will recognize and publicly celebrate others	Staff surveys will reflect increased recognition and appreciation Informal surveying of staff quarterly. Campus Climate survey	
Restorative Practices implemented in classrooms	Teacher s			Lesson design will reflect restorative practices.	Student feedback through coffee talks and classroom surveys (quarterly) Survey information	
Positive Office Referrals	Teacher s			Data will show teachers are submitting positive office referrals in each class.	Student (customer) surveys will reflect increased appreciation and support. Number of referrals received. Survey results.	
Quarterly Positive Calls to Parents	Teacher s			Call log will reflect positive parent contacts by teachers.	Parent survey data will reflect positive connections with the campus Call logs. Surveys	

WIG 2: ATC staff members will foster a culture of social-emotional learning for all students through the development of self-awareness, interpersonal skills, and sustained positive relationships, as evidenced in ethical decision-making skills and responsible behaviors in school and community contexts.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- ⁿ Enrollment
- ⁿ Attendance
- ⁿ Ethnicity
- ⁿ Gender
- ⁿ Mobility/Stability
- ⁿ Special Program Participation
- ⁿ At-Risk by Category
- ⁿ Teacher-Student Ratios
- ⁿ Graduation, Completion, Dropout, and GED rates
- ⁿ Course/Class Assignments
- ⁿ College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

ⁿ eSchool Plus & Cognos	ⁿ Individual Campus Enrollment data
ⁿ Teacher - Student ratios	ⁿ Socioeconomic data
ⁿ Courses taken & Course sequencing	ⁿ Special Education & 504 data
ⁿ Eduphoria AWARE	ⁿ
ⁿ Dual Credit courses	ⁿ

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Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

▫ Certifications/Licensures	n	
▫ Coherent Sequence Completion	n	
▫ Program Retention	n	
▫ Successful Dual Credit completion	n	
▫ Successful course completion	n	

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Increased attempts and passing rates on certifications/licensures

- n Increased Dual Credit course completion by 50%

- n Doubled Dual Credit course offerings

- n Adjusted senior-level course offerings to accommodate

- n

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Needs

- n Removal of financial barriers to certification/licensure testing

- n Removal of financial barriers to taking Dual Credit courses

- n Remediation for students unsuccessful on pre-test of

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Summary of Needs

- n Continue to seek opportunities for financial resources.

- n Continued work in Professional Learning Communities, collaborating on increased student success on certifications/licensures.

- n Continued work utilizing formative and summative assessment data to drive and improve instruction and student achievement.

- n Continued work evaluating subpopulation groups such as Special Education and 504 students, ensuring appropriate accommodations and

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School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- n Surveys
- n Questionnaires
- n Focus Groups
- n Interviews
- n Feedback Data
- n Classroom and School Walkthrough Data
- n Parent Conferences, Meetings, etc.
- n
- n
- n
- n

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

n ALL stakeholders	n
n Coffee Talks with Students	n
n K12 Insight Campus Culture & Climate Survey	n
n TTESS conferences	n
n Classroom walkthroughs	n

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Students report that the culture and learning environment is

- n Little staff turnover each year

- n Students report feeling the ATC provides a safe environment for learning

- n Intentional professional development on connecting with

- n Clear definitions and rubrics associated with staff-student

- n Student Leadership team.

- n

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Needs

- n Continued professional development on interpersonal

- n Building additions to be able to accommodate the amount of student requests for ATC courses.

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Summary of Needs

- n We will continue to provide professional development to staff to build interpersonal skills and connections made with students.

- n We will continue to maximize the current space available to accommodate the students requesting courses at the ATC.

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Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

▫ Teacher-Student ratios	▫ _____
▫ TTESS	▫ _____
▫ Industry-based standards	▫ _____
▫ Staff Survey	▫ _____
▫ Professional Development data	▫ _____

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

n	Evaluating staff credentials to meet SACs (Dual Credit)
n	Recruitment of staff qualified to prepare students for industry-based certifications and licensures
n	Teachers, staff, and parents are active members on the Campus Leadership Team
n	Staff hiring geared at industry-credentials and knowledge.
n	High staff retention rates
n	
n	
n	
n	
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n	

Needs

n	Continued professional development for teaching and
n	Professional Development targeted at small group instruction to be applied in lab-associated coursework
n	Provide strong continuous mentoring for new teachers
n	
n	
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Summary of Needs

n	We will continue to identify the highest quality candidates through a rigorous interview process.
n	Additional professional development opportunities for teachers to refine skills and increase student certification opportunities.
n	We will continue to collaborate with district leaders in providing strong mentoring for new teachers.
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Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|--------------------------------|---|
| ▫ CTE Advisory Committee | n |
| ▫ Texas CTE Scope and Sequence | n |
| ▫ Industry-partnerships | n |
| ▫ Eduphoria (AWARE) | n |
| ▫ | n |

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Content expertise of teachers in their specialized fields.

- n Application of curriculum to real-world scenarios.

- n Our students have the opportunity to access the community for enhanced learning/job-training.

- n Participation in our CTE Advisory Committee provides guidance in our curriculum and instruction, including certifications/licensures.

- n

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Needs

- n Continued evaluation of industry-based needs while concurrently aligning with standards.

- n Continuous coaching and mentoring for new-to-the-profession teachers

- n Continued vertical collaboration in Professional Learning Communities.

- n

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Summary of Needs

- n We will continue to evaluate industry-based needs of the community while aligning these needs with the curriculum.

- n Increased opportunities for vertical collaboration in Professional Learning Communities

- n We will continue to coach and mentor our new teachers, including new-to-the-profession teachers, while collaborating with district leaders for additional mentoring opportunities.

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Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- n Family and Community Participation Counts by Type of Activity
- n Parent Volunteer Information
- n Parent Activity Evaluations and Feedback
- n Parent and Community Partnership Data
- n Mobility/Stability
- n Demographic Data
- n Community Service Agencies and Support Services
- n
- n
- n
- n

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

n	Parent surveys	n	_____
n	CTE Advisory Committee	n	_____
n	Community partners	n	_____
n		n	_____
n		n	_____

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Community partnerships for instruction and application of ~~curriculum~~

- n Staff and student involvement in the ATC Gives Back annual community service project.

- n Support from AfterSchoolers organization from Robson Ranch.

- n Bi annual ATC Open House.

- n ATC participation in College and Career Expo and various career ~~fairs~~

- n Parent meetings for various ~~programs~~.

- n

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Needs

- n Additional parent involvement.

- n Develop opportunities for parents to engage in Coffee Talks.

- n

- n

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Summary of Needs

- n We will continue to seek additional opportunities for enhanced parent ~~involvement~~

- n We will continue to connect with community partners to help maintain high expectations and high achievement for all students.

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School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Libr
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Pro
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

▫ Master Schedule <hr/> ▫ Duty Rosters <hr/> ▫ First Impressions Team <hr/> ▫ Coffee Talks with Students <hr/> ▫ PLCs <hr/>	▫ CLT, BERT, AFL <hr/> <hr/> <hr/> <hr/> <hr/>
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Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

n We ask our Customers (students, parents, community) for feedback

n Campus support services including Counselor and Inclusion teacher.

n Mentoring program with UNT's G-Force.

n Adapt Master Schedule to reflect student course requests

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Needs

n Continue increasing communication with home campuses and services provided to

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Summary of Needs

n We will continue to seek increased communication with home campuses about provided services, to better serve the students at the ATC.

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Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Impleme
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholder
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

▫ Professional Development	▫ _____
▫ Technology Hardware and Software	▫ _____
▫ Classroom Technology Needs by Program	▫ _____
▫ _____	▫ _____
▫ _____	▫ _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

n	Dedicated hardware/software campus technician
n	Increased amount of teachers using Google Classroom and Canvas to support learning in and outside of classroom.
n	Specialized hardware and software to access and accommodate the needs of the curriculum.
n	Teachers who actively seek out further education on technology in their classroom.
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Needs

n	More involvement of Instructional Technology to utilize current software and analyze needed software to enhance and access curriculum
n	More technology devices for student use. (Classroom set for each class.)
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Summary of Needs

n	The campus will continue to allot resources for the purchase of needed technology
n	Technology devices dedicated to each classroom is a top need for our campus
n	We will continue to seek involvement from the Instructional Technology specialist to support teachers in utilizing current software, as well as analyzing the need for software to enhance and access the curriculum.

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Demographics

We will continue to evaluate student interest, along with industry-based needs
We will continue to evaluate and help remove any financial barriers from students

Student Achievement

Continue to seek opportunities for financial resources.
Continued work in Professional Learning Communities, collaboration
Continued work utilizing formative and summative assessments
Continued work evaluating subpopulation groups such as Special Education

School Culture and Climate

We will continue to provide professional development to staff to build interpersonal
We will continue to maximize the current space available to accommodate the

Teacher Quality

We will continue to identify the highest quality candidates through
Additional professional development opportunities for teachers
We will continue to collaborate with district leaders in providing

Curriculum, Instruction and Assessment

We will continue to evaluate industry-based needs of the community while aligning
Increased opportunities for vertical collaboration in Professional Learning Communities
We will continue to coach and mentor our new teachers, including new-to-the-

Family & Community Involvement

We will continue to seek additional opportunities for enhanced
We will continue to connect with community partners to help

School Context & Organization

We will continue to seek increased communication with home campuses about

Technology

The campus will continue to allot resources for the purchase
Technology devices dedicated to each classroom is a top need
We will continue to seek involvement from the Instructional Technology

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Dena Wilson
Teacher	Paul Yarbrough
Teacher	Leah Zavala
Teacher	Matt Howard
Teacher	Charles Milne
Teacher	Julie Kendrick
Teacher	Stephen Gaskill
Campus Administrator	Marcus Bourland
Campus Administrator	Angela Clouse
Campus-Based Nonteaching Professional	Susan Reyes
Campus-Based Para or Operations Staff Rep	Jessica Thompson
Campus-Based Para or Operations Staff Rep	Anna Mason
District-Level Professional	Carla Ruge

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
	8:00AM	ATC Lecture Hall
	3:00PM	ATC Lecture Hall
Monthly Meetings to Follow		

Fred Moore High School



Campus Improvement Plan 2019-20

Table of Contents

- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Fred Moore High School is dedicated to providing students with accelerated learning opportunities that promote a sense of responsibility to the individual and community. Students will be supported in a positive and relevant learning environment as they grow into college and career ready individuals who possess the academic and social skills needed to be successful citizens.

School Vision

The vision of Fred Moore High School is to prepare today's students to succeed in tomorrow's world.

School Values

As an integral part of the Ryan High School Zone, the Zone of "Champions", our zone believes in doing whatever it takes to meet the needs of our stakeholders and values guide us in serving our stakeholders and meeting their needs.

In an effort to build a campus climate and culture of inclusivity while ensuring an exceptional education for all students, Fred Moore High School staff collaborated and defined a set of values that exemplifies what lies at our core as a school. We value:

- Genuine relationships
- Student Achievement
- Community
- Collaboration
- Effective communication
- Trust

WIG 1: Fred Moore High School will implement strategies to increase its TEA campus accountability rating for the CCMR (College, Career, Military Readiness) component of Domain 1 (Student Achievement) to 75 or higher for the 2019-2020 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>100% of potential graduates will take the TSIA in Reading and math or be enrolled in an approved online College Prep course for ELA and/or math.</p>	<p>San Miguel Clayton</p>	<p>DISD Curriculum and Instruction Dept.</p>		<ul style="list-style-type: none"> • Online TSIA materials ordered for fall and spring based on student participants • Conduct student training workshop for participants prior to test administration • Documented planning for TSIA logistics and proctor training • Data analysis of test results for TSIA participants • Enrollment of students in an online college prep course(s) in ELA and Math to provide academic support and preparation for the TSIA. 	<ul style="list-style-type: none"> • Increased percentage of FMHS graduates applying and being admitted to community colleges • Improved accountability rating of 75 or higher in Domain 1 based on 2019-2020 graduates scoring proficient or higher on the TSIA. 	<ul style="list-style-type: none"> • Participants scoring below proficient on either the ELA or Math portion of the TSIA will be enrolled in an online College Prep course for the corresponding course. • Academic advisors will meet biweekly with TSIA participants for goal setting and to provide resources that support potential graduates' potential needs. • FMHS College Career Readiness Center provides resources and assistance with individualized college/career goals for potential graduates based on career exploration tools such as Naviance and MyNextMove.org.
<p>100% of FMHS potential 19-20 graduates will participate in the ASVAB assessment to evaluate their individual college, career, and military readiness.</p>	<p>San Miguel Clayton Siver Pena</p>			<ul style="list-style-type: none"> • Document planning of logistics for test administration • Analysis of ASVAB participant test result data • Career planning meetings with ASVAB participants for guidance and to provide resources and assistance with career exploration. 	<ul style="list-style-type: none"> • Increased percentage of FMHS graduate career plans, increased community college enrollments, university enrollments, technical certifications and military enlistments. 	<ul style="list-style-type: none"> • UNT Go center staff partners with the FMHS campus to discuss individualized college/career goals and follow-up on progress • FMHS College Career Readiness Center provides resources and assistance with individualized college/career goals for potential graduates based on career exploration tools such as Naviance and MyNextMove.org.

WIG 1: Fred Moore High School will implement strategies to increase its TEA campus accountability rating for the CCMR (College, Career, Military Readiness) component of Domain 1 (Student Achievement) to 75 or higher for the 2019-2020 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>A minimum of 25% of FMHS potential 19-20 graduates will participate in the ACT or SAT exams.</p>	<p>San Miguel Clayton</p>			<ul style="list-style-type: none"> • Documentation of number of completed ACT/SAT registrations and test admission tickets issued • Documentation of number of ACT/SAT waivers issued to participants meeting income requirements • Analysis of ACT/SAT participant exam results 	<ul style="list-style-type: none"> • Increased percentage of FMHS graduates applying and admitted to 4 yr Colleges and Universities • Increased percentage of FMHS graduates awarded scholarships based on ACT/SAT performance and academic achievement 	<ul style="list-style-type: none"> • UNT Go center staff partners with the FMHS campus to discuss individualized college/career goals and follow-up on progress • FMHS College Career Readiness Center provides resources and assistance with individualized college/career goals for potential graduates based on career exploration tools such as Naviance and MyNextMove.org.
<p>A minimum of 5% of FMHS graduates will earn an approved industry based certification from the ATC</p>	<p>San Miguel Clayton Swindle</p>	<p>SCE CATE</p>		<ul style="list-style-type: none"> • Partnerships with local businesses, post secondary and technical schools offering certifications to high school students. • Increased number of FMHS students enrolled in approved certification courses at the ATC through distance learning or in general education classes. 	<ul style="list-style-type: none"> • Increased percentage of FMHS graduates earning approved industry based certifications. • Increased number of FMHS students enrolled in approved certification courses at the ATC through distance learning or in general education classes. 	

WIG 2: (Student Engagement): Over 85% of Fred Moore High School students enrolled during the 2019-2020 school year will actively participate in extracurricular activities.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>100% of students and their parents or guardians will be informed of extra curricular activities available on campus during the admissions interview</p>	<p>San Miguel Clayton Ware-Jones Sharp Fiore Swindle Thomason Pena Curtis</p>	<p>SCE</p>		<ul style="list-style-type: none"> Increased number of participants actively involved in campus extracurricular activities 	<ul style="list-style-type: none"> Decreased disciplinary infractions due to social and emotional learning skills Increase student attendance and achievement Increase student connectedness to school Increased student leadership skills, character education Increased student community service involvement. 	<ul style="list-style-type: none"> Extra curricular activity sponsors monitor student engagement and student participation.
<p>Administration and activity sponsors actively recruit participants consistently throughout the 2019-2020 school year</p>	<p>San Miguel Clayton Ware-Jones Sharp Fiore Swindle Thomason Pena Curtis</p>	<p>SCE</p>		<ul style="list-style-type: none"> Use of flyers, presentations, interview information, email correspondence, announcement forms 	<ul style="list-style-type: none"> Decreased disciplinary infractions due to social and emotional learning skills Increase student attendance and achievement Increase student connectedness to school Increased student leadership skills, character education Increased student community service involvement. 	<ul style="list-style-type: none"> Extra curricular activity sponsors monitor student engagement and student participation.

WIG 3: (Increase Teacher/ Staff Recognition) continue to recognize and show appreciation to teacher and staff through appreciation programs and everyday accomplishments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
100% of teacher and staff recognition on campus.	San Miguel Clayton Fiore Swindle Curtis	SCE		<ul style="list-style-type: none"> ● Increased number of planned activities for teacher recognition ● Provide a space for teachers and staff to be recognized for providing a helping hand 	<ul style="list-style-type: none"> ● Decreased number of teacher and staff absenteeism ● Increase teacher connectedness to school ● Providing more teacher leadership roles 	<ul style="list-style-type: none"> ● Provide ongoing intentional opportunities for staff and teachers to connect with each other and administration ● Administration, along with local sponsorship will provide periodic celebration days of recognition
Administration and community sponsors will meticulously plan a week of teacher and staff celebration of recognition	San Miguel Clayton Fiore	SCE		<ul style="list-style-type: none"> ● Each day of teacher appreciation week will consist of catered lunch and door prizes for teachers and staff to select from. 	<ul style="list-style-type: none"> ● Decreased number of teacher and staff absenteeism ● Increase teacher connectedness to school ● Providing more teacher leadership roles 	<ul style="list-style-type: none"> ● Provide ongoing intentional opportunities for staff and teachers to connect with each other and administration Administration, along with local sponsorship will provide periodic celebration days of recognition



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

- Denton ISD Scope and Sequence
- Online-learning programs (Odysseyware, online textbooks, Class Zone, Google Classroom)
- Teacher Access Center
- STAAR Testing Data
- Teacher syllabi and pacing guides
- Teacher monitoring documents
- CCMR Guidelines

<p>College and military readiness tests</p> <ul style="list-style-type: none"> · FMHS clubs and service organizations participation
--

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none"> · Student mastery of content is the norm. Students must meet course passing standards before moving forward in the curriculum. The online platform makes this close monitoring possible. · Direct instruction classes are provided for all STAAR-tested subjects and required for all students needing the related test. · The teacher Professional Learning Community meets regularly to collaborate on strategies to help struggling learners. · Teachers offer students various learning platforms, including online instruction, paper-based curriculum, videos, interactive games, etc. · Teachers work with district curriculum teams to ensure lessons are aligned vertically and horizontally within the district. · Due to Fred Moore’s flexible scheduling, students receive differentiated instruction as needed within their school day. This may be in their scheduled class or in the Learning Center. · This year we are piloting a new learning platform for the district: EDynamic Learning. We are using this for our career and elective courses to evaluate its effectiveness. · Last year, we increased our extracurricular clubs and service organizations available for student involvement by 75 percent. · This year, we are implementing CCMR coursework for all students to ensure every graduate is college, career, or military ready. 	<ul style="list-style-type: none"> · Dual credit and advanced placement opportunities · Opportunities for students to participate in extracurricular activities (such as band, choir, fine arts, athletics) with their home campuses. · Additional library resources · Additional Chromebooks are needed to support enrollment growth · A learning platform with engaging student lessons to replace OdysseyWare · Better coordination with the ATC to ensure more FMHS students have access to career curriculum programs District support of our Fine Arts and Extra-curricular clubs regarding supplies, staff training and collaborations with other campuses, and opportunities to participate in competitions.

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Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need to collaborate with the Advanced Technology Center to ensure FMHS students have access to robust career preparation courses. Also, our campus relies heavily on student devices for instructional delivery, so a comprehensive technology acquisition and replacement program is needed to ensure our continued growth. Finally, we are continuing to develop advanced placement courses for our students to ensure they have access to curriculum that will prepare them for the rigors of university-level work. Additional funding may be needed to support these needs.



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

TEA data - Texas Alternative Schools
DISD data - District high schools.
National data (IES) Alternative Schools
Education Week research articles

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Ongoing referrals from past FM graduates and their families High rate of success of our graduates</p>	<p>Support for the high percentage of At-Risk students, and those with mental illness. More post-secondary exploration opportunities for our students.</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>Our campus, by the nature of its students, has a higher than average number of students with needs in the areas of counseling and post secondary support. Possible funding could come through Title I funds, compensatory Education funds, and district counseling department funds.</p>
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Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

TEA campus data, City of Denton demographic data, and US Department of Education data.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

<p>Strengths...Social media access, emails and phone calls to invite parents and guardians to become involved in our campus activities</p>	<p>Needs - Inspire students to bring parents and Guardians to campus events. Offer events at times when</p>
<p>FM FaceBook page, updated frequently to show the community the positive aspects of our campus. Easy to use email system to allow frequent communication between staff and parents. FM has ongoing celebrations of student graduations to which we invite family members and the entire student body and all staff. These events have a high rate of participation.</p>	<p>Because we have a very small staff, we need non-traditional ways to get parents and guardians to the campus.</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Based on the above findings and analysis, the Fred Moore High School campus needs additional support in the areas of counseling and post high school follow-through once the students graduate. Title I funds would apply based on the economic needs of our students. State Compensatory Education funds would also apply based on the fact that the majority of our students are At-Risk.



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

US Dept. of Education, TEA, Nat'l Center for Educational Svcs., City of Denton demographic data.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>- Strong PLC, Division of duties between staff, strong technical support, very strong support from the local chapter of Rotary Club International.</p>	<p>-District support for clubs and extra curricular activities. Funding for transportation to enable our students to explore post secondary options.</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Fred Moore High School makes strong efforts to provide our students with fine arts and other extracurricular activities. Most of the extra time and materials needed are provided by the teachers. Most of our students come from homes where post secondary exploration is a foreign concept, and the funds and time needed to provide it to our students often doesn't exist. Our students would benefit from those experiences.

Both Title I funds and State Compensatory Education funds could be used to address these needs.



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Student interview, staff survey, parent feedback.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Students and staff both regard the school climate as generally safe, positive, nurturing and productive due to the positive expectations of faculty and staff, low student/teacher ratio, and self-paced learning.</p> <p>Students are also involved in clubs. Seven clubs are offered for student participation. These students generally have better attendance than some of their peers.</p>	<p>-Enrichment field trips. Our students would have better productivity, more positive attitude and better attendance if educational field trips were used as incentive. Suggestions include art museums, The Perot Museum, etc.</p> <p>- Opportunities to be exposed to campus environment. Our students need to tour local college campuses in order to encourage progress to the next educational level.</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>Our students need to be exposed to more opportunities in the community and enriching environment as part of their educational experience. Both Title I funds and State Compensatory Education funds could be used to address these needs.</p>
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Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Teacher certification data available through SBEC
Applitrack information
Special programs such as Special Education/ESL/Bilingual
T-TESS ratings
Teacher-Student Ratios
Professional Development Data

Graduation, Completion, Dropout, and GED rates
 Staff mobility
 Course Completions
 Staff effectiveness related to student achievement
 Diploma Plan for students

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none"> - Every teacher is Highly Qualified - Low teacher turnover - Teachers are provided with professional learning opportunities - Decision making truly is site based to the extent possible with teacher and staff input respected - Staff feels supported and heard by the administrator - Campus funds are utilized in support of meeting the needs of students - Flexibility of scheduling promotes acceleration of credits earned - Teachers, staff, and parents are active members of the Campus Leadership Team 	<ul style="list-style-type: none"> - Advanced Placement training would allow students the opportunity to take Pre-AP and AP courses

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Advanced Placement Summer Conferences for teachers would allow more choices for students who would like to take advanced academics



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

- State assessment data
- TELPAS, SAT, ACT, TSI testing
- Course completions and course grades
- Graduation completion

- Diploma type and endorsements
- PLC work and collaboration documentation
- Credit Recovery opportunities provided and documented
- Student Strength identification
- IEP'S and 504 plans

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none"> ● Direct teach opportunities for STAAR Prep ● Student mentoring program, partnerships with the University of North Texas, Texas Women’s University and North Texas Central College ● Increased graduation rates – student support ● Early graduates- finishing from 6months to 1 year early ● Relationship building- all staff have an evident vested interest in all of our students 	<ul style="list-style-type: none"> ● Increase number of students taking the SAT, ACT, and TSI exams ● Implement opportunities for advanced coursework, AP courses in Government, Economics, Human Geography ● Increase number of students completing their FAFSA

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Based on findings there are several areas in which we have been able to support student achievement at Fred Moore High School. With that said, we have seen a slight shift in their academic needs and have found that we are getting more and more students that would benefit from Advanced Placement classes. We need to work with the Curriculum and

Instruction Department in our district and have them guide us as to how to stream line these types of classes on the Fred Moore campus. Reaching out to North Central Texas College will also be imperative as we have all our students prepare to take the TSI exam. Working with our staff in the College and Career Center our student will receive support in signing up for the ACT and SAT and be provided with guidance to acquire test prep-materials. Student will also be supported when filling out their FAFSA or TAFSA forms and dispel any myths about assistance qualification.



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Technology Infrastructure, Networks
Professional Development/Teacher Preparation Needs in Technology
Technology Hardware and Software
Credits Earned through Online Learning Platform
Technology Policies and Procedures
Informal Assessment of Technology Skills for Students and Staff
Resource Allocations

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">● Every student has access to either a Chromebook or Desktop on campus● Teachers are becoming more comfortable in using Google Docs and the Google Drive which allows for more timely feedback to students.● TIA continues to provide multiple learning opportunities for all staff members.● independent learners.● A strength for the campus is the technology department in Denton. When technology issues arise, which can become very frustrating since much of the learning now requires connectivity and dependable devices, technology responds promptly and can typically resolve the issues fairly quickly.● The staff is eager to continue to learn how to more effectively use technology.	<ul style="list-style-type: none">● Our dedicated lab uses outdated computers that make it difficult for students to use Online Learning. The Chromebooks, while great, don't allow use of all the programs needed for Online Learning● Some students don't have access to computers at home which hinders their ability to accelerate at the rate they desire, or in some cases, need. Laptops for student checkout will benefit our economically disadvantaged students● Internet cards for student checkout to allow for internet access for school work.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">● We need new laptops and desktops.● Resources to checkout to students without a computer and/or internet service would benefit our economically disadvantaged students greatly.



Summary of Priority Needs

Demographics...

- Flexibility with attendance rates since we struggle with meeting the 90% compulsory attendance rate; Possibly through District of Innovation measures
- We need to continue to highlight the possibilities within Fred Moore High School. While we want to be able to continue to provide individualized instruction to students, we could be utilized more.
- Continue to provide social and emotional support students need in order to see the relevance of attendance.
- A more flexible schedule that allows students the opportunity to work from home would accommodate those students who are working to help support themselves and/or their families. (possible consideration through District of Innovation measures)

Student Achievement...

- A timely and continued monitoring of student progress and performance is needed.
- Through our Professional Learning Community we will examine the work we assign our students to determine if the work is engaging, equitable, and relevant

School Culture and Climate...

- Students need a variety of choices for organizations that allow for social interaction, a feeling of connection to the school, and an outlet for creativity and service.
- Staff recognizes the continued need for building improvements.

Staff Quality, Recruitment and Retention...

Advanced Placement Summer Conferences for teachers would allow more choices for students who would like to take advanced academics

Curriculum, Instruction, and Assessment...

- We continue to examine the quality of work we are giving our students. We have to ask if the work is engaging, meaning, and aligned to the TEKS.
- We need to create opportunities for our teachers to collaborate with teachers across the district, beyond the in-service days at the beginning of the school year. There may be opportunities that exist now in Workshops posted in Aware that teachers aren't pursuing or recognize as available.

Family and Community Involvement...

- We continue to examine the quality of work we are giving our students. We have to ask if the work is engaging, meaning, and aligned to the TEKS.
- We need to create opportunities for our teachers to collaborate with teachers across the district, beyond the in-service days at the beginning of the school year. There may be opportunities that exist now in Workshops posted in Aware that teachers aren't pursuing or recognize as available.

School Context and Organization...

- A dedicated counselor for our students who are "at-risk," many of whom deal with social and emotional issues that severely impact their education would be beneficial.
- Increased awareness within the district of the strengths of Fred Moore would allow more students the opportunity to be served.

Technology...

- We need new laptops and desktops.
- Resources to checkout to students without a computer and/or internet service would benefit our economically disadvantaged students greatly.

Fred Moore High School Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	John Curtis
Teacher	Julie Phillips
Teacher	Ashly Sharp
Teacher	April Siver
Teacher	Molly Swindle
Teacher	Toby Thomason
Teacher	Countressa Ware-Jones
Campus-Based Nonteaching Professional	Kelly Fiore-Watson
Campus-Based Para or Operations Staff Rep	Barbara Amanchaku
District-Level Professional	Amy Washam
Parent Rep	Jodi Rodriguez
Parent Rep	Brenda Bozquez
Community Rep	
Community Rep	
Business Rep	Sandi Draper - Alpha Graphics
Business Rep	

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
September 2019	4:00 P.M.	Fred Moore High School
November 2019	4:00 P.M.	Fred Moore High School
February 2020	4:00 P.M.	Fred Moore High School
April 2020	4:00 P.M.	Fred Moore High School

Bettye Myers Middle School



Campus Improvement Plan 2019-20

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- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Bettye Myers Middle School committed to empowering ALL of our students to achieve excellence in an ever changing world, while providing EVERYONE SUCCESS EVERYDAY.

School Vision

Excellence is our daily standard! Every day counts ~ Every student counts ~ Every employee counts

School Values

We are committed to developing lifelong learners as we promote a collaborative relationship among students, teachers, families and the community at large.

We are committed to authentically educating both students and staff through support, teamwork, rigor and high expectations, as we inspire each other through teaching, modeling, and mentoring.

We are committed to providing a safe and supportive environment while cultivating a climate of respect and appreciation for the diversity of others within and beyond the school community.

WIG 1: By May 2020, Myers Middle School will improve performance of all students at the “meets” and “masters” level by 5% in all core areas annually based on cohort performance from year to year; and, perform in the top quartile of the comparable group for those areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All core area teachers will increase the amount of time they work with the district PDS's, to improve instructional design and delivery and to increase student engagement and achievement. The district's PDS's will work with individual teachers, during PLC's and grade level teacher meetings. *Addresses System Safeguards	PDS's, Dept. Chairs, Admin.			PLC & Team Lead Agenda & sign-in sheets Lesson plans Instructional walks	Common Assessments Practice STAAR AWARE Data Increased Student Achievement	
Use AWARE and Content Data Analysis with all core content staff. Include teachers in the assessment and decision making process to monitor individual student data for learning and instruction design. Team and Dept. PLCs will have data analysis in meeting agendas. Continue campus Instructional walks and use data from these walks to improve instruction and student achievement.	DLS L. Meza Dept. Chair Admin. Team Leads			AWARE Training PLC Agenda & Sign in Common Assessments Instructional Walkthroughs	Common Assessments AWARE Data Instructional Walk Data Increased Student Achievement	
Teachers will utilize vertical data to track targeted populations by cohort in order to evaluate previous performance and potential growth. Use of the school day for math with our targeted populations (Hispanic, ELL, SpEd) and reading interventions with our targeted populations (African American) by utilizing MAP testing and MAP Skills to set goals with students, monitor progress, fill in achievement gaps, and provide interventions.	Admin. Leadership PLC Core Teachers DLS			AWARE Training for teachers MAP Training PLC sign-in sheets	Increase in student engagement and achievement within BOY, MOY, and EOY MAP results. Increase in STAAR achievement in the Meets and Masters categories	
Provide time during the school day for all core content department chairs to observe and mentor teachers in their department to ensure strategies are being used to close the achievement gap (differentiation, interaction with students most at-risk, higher level questioning, student discussions, positive,	Admin. Dept. Chairs PDS's Teachers Secondary Curr.	SCE: \$5,000		Observation Data Meeting with Curriculum Dept. & PDS's Lesson Plans Data Analysis with Instructional adjustments	Increased student engagement and achievement. Bell to bell teaching Activity alignment to TEKS	

WIG 1: By May 2020, Myers Middle School will improve performance of all students at the “meets” and “masters” level by 5% in all core areas annually based on cohort performance from year to year; and, perform in the top quartile of the comparable group for those areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
confidence building statements directed toward students, etc.) and provide feedback that will increase data driven targeted instruction to all students, especially our at-risk population. *Addresses System Safeguards	Dept.					
Science, Social Studies, Reading, ELA, and Math and Reading teachers will identify students in need of targeted learning of specific TEKS, and provide accelerated instruction and tutoring during the school day during advisory and outside the school day. Students in need of outside the school day will be referred to the CIS program. Teachers will also provide alternate room furnishings that will allow students who need movement to focus this opportunity, without disrupting the learning environment. *Addresses System Safeguards	Teachers, Admin. CIS Couns. Parents Vol. Mentors	SCE: \$10,000		Achieve 3000 Data CIS Enrollment TAC Data RTI	Student Achievement Increase in teacher & parent referral	
Enhance instruction and student engagement among at risk subpopulations by implementing the integration of technology devices, software and apps for student use during classroom instruction, including, Nearpod, Classroom Libraries, Caulkins Writing, and Advisory. Maximize the use of technology integration before, during, and after school learning to engage the students in their learning objectives. *Addresses System Safeguards	PDS Teachers Admin. Dept. Chair Team Lead CIS Librarian	SCE: \$24,360.14		Technology Check Out Book Check Out Instructional Walk Data	Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement	
Continue campus wide focus on literacy and provide training to support this goal. Use “Reading Zones” that will encourage students who struggle with reading to read before	Librarian, PDS’s, PTA, Admin.,			Social Media Posts, Zone Usage, Parent Surveys	Increased Student Achievement Closing Achievement Gap Student Engagement	

WIG 1: By May 2020, Myers Middle School will improve performance of all students at the “meets” and “masters” level by 5% in all core areas annually based on cohort performance from year to year; and, perform in the top quartile of the comparable group for those areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
school, after school, and during lunch time. Communicate with and educate parents regarding how they can support students with reading in the home environment, including software to access at home. *Addresses System Safeguards	Dept. Chairs, CIS					
Utilize computer based programs such as, IXL Learning, Achieve 3000, Flocabulary, No Red Ink, NewELA, etc. to accelerate, or enhance student learning in Science, Social Studies, Math, and Reading. Pilot DreamBox for Math Intervention classes. *Addresses System Safeguards	Librarian PDS Teachers Dept. Chair	SCE: \$8,000.00 SCE: \$60,000 FTEs: 1.0		Software Usage Lesson Plans Tutoring Plans	Software Access during school and outside of school hours Decreasing Achievement Gap Student Achievement	
Provide staff development opportunities for faculty & staff, to fully understand the PLC process and how to implement best practices that focus on student learning and re-learning for our at-risk population. Utilize the district’s PDS’s to provide additional content specific professional development & support the implementation of strategies learned from staff development. The Leadership PLC will disseminate AFL strategies and/or best practices to all departments by focusing on learning targets and strong/weak work (including co-creating criteria). *Addresses System Safeguards	Admin. PDS’s Second. Curr. .			Lesson Plans Instructional Walk Data Team and Department PLC Agendas Staff Development agendas & Sign-In	Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement	
Continue to integrate campus based DMTSS committee with district level support. Provide professional development to assist teachers with the implementation of DMTSS procedures designed to meet academic achievement, improve attendance and behavior standards through earlier support and intervention. Continue to develop structure and consistency with student	DMTSS Comm. Admin. Counsel. Diag. Dysl. Teachers 504 Dir. Leadershi			MTSS Procedures & Forms Professional Dev. Agenda & Sign-In Sheet, number of discipline reports, Instructional Walkthroughs	Consistency in 504 procedures Efficient referrals MTSS Interventions, stronger Tier I interventions in the classroom	

WIG 1: By May 2020, Myers Middle School will improve performance of all students at the “meets” and “masters” level by 5% in all core areas annually based on cohort performance from year to year; and, perform in the top quartile of the comparable group for those areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
expectations, including revisited expectations and teacher accountability. The Leadership PLC will ensure supports and interventions are present on campus for every student that struggles (academically and behaviorally) through the DMTSS process.	p PLC					
Provide ongoing professional development and training to ensure the needs of GT, Enhanced, Honors students are met. Assess students for Honors or Enhanced identification throughout the school year and as a part of transition to next school year. Promote enhanced, honors, and GT programs among all students, including hispanic and african american subpopulations.	G/T Coord. Admin. Counsel. EXPO Teachers			Staff Development Agenda Testing Data Honors Enrollment Master Schedule	Increased enrollment in G/T courses and programs Increase in Masters Grade Level	
Closely monitor student attendance and intervene early when students are not attending school according the compulsory attendance law. Conduct regular attendance review meetings and attendance conferences with students at risk. Include parents in attendance awareness, student conference meetings, and Parent attendance meetings. Conduct home visits with students and families where attendance is a concern. Intentionally reduce the amount of time students spend outside of the learning environment.	Attend. Clerk Admin Teachers Counsel. ARC CIS			Attendance Data Truancy Report Home Visit Logs Outreach Sign-In	Improved Attendance Increased Parent Engagement Improved Student Achievement	
Continue to promote bell to bell instruction, including the use of bell ringers aligned to the TEKS and STAAR rigor, Increased academic language, higher level questioning, increased student conversations through academic vocabulary, differentiation, technology integration, and increased student engagement and content specific conversations in the classroom.	Admin. Dept. Chairs ELL Dept. Secondary Cur. Dept. Librarian, High School			Instructional Walkthroughs Observations PLC & Faculty Agendas Vertical Zone Walks Vertical Zone PLC's	Increased student achievement Increased student engagement Increased Instructional Walks & Improvement in Instructional Walks data Zone Agenda	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Use PLC time to focus on student learning through clearly aligned learning targets and strong/weak samples within the AFL process. Develop campus wide focus on literacy involving all courses, while aligning objectives to the high school’s identified transition needs. *Addresses System Safeguards	Associate Principal					
Continue to partner with CIS to provided mentors for at risk students, to provide extended school day support for at risk students, and to engage the parents of our at risk students in parent education sessions on and off site.	Admin., counsel., CIS			Mentor roster, Parent engagement agendas,	Increased parent engagement, Increased mentors, Increased student achievement.	
Utilize Wed/Thurs night school for students needing additional interventions to close academic gaps in areas of Math and Reading. Implement Thursday night detention for students with excessive absences and persistent misbehaviors. *Addresses System Safeguards	Admin., Interns, Teachers	SCE: \$8,000		Thursday school sign-in sheet and Agenda, Student grades, student attendance	Improved attendance, Improved behavior, improved student achievement	
Implementation of a Texas Lesson Study through 8th and 6th grade Science. This will include professional development through district and Region 11, developing a PLC, and implementation of a research based lesson.	Teachers			Lesson Plans, data collection, research	PLC Minutes, video of lesson, increased student achievement, teachers leading professional developments	

WIG 1: By May 2020, Myers Middle School will improve performance of all students at the “meets” and “masters” level by 5% in all core areas annually based on cohort performance from year to year; and, perform in the top quartile of the comparable group for those areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring

WIG 2: By May 2020, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue to involve all students in at least 1 student organization. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration. Invite the community to participate in these assemblies.	Teachers, Sponsor, Counsel, Admin., Students, High School Staff & Students			Club rosters, website, student involvement, attendance sheets	Attendance rate above 97%, Student Achievement, Student Eligibility in UIL Activities	
Develop programs to mentor at-risk students before and after school, as well as during the school day. Develop and involve student leaders groups in these mentoring programs. Offer support and guidance, through mentoring, to individual students a minimum of 2 times per month.	Teachers, Sponsor, Counsel., Admin., Students, CIS, Mentors			Meeting Agendas, Visitor Sign In, Master Schedule, Student Survey	Increased Mentors, Increased Student Achievement	
Develop positive relationships and maintain a caring and supportive campus culture through cooperative learning, frequent student recognition, and reinforcing efforts. Implement Strength Based Academy at BMMS. Professional development and ongoing training for all teachers and students. Partner with RHS Blast program for additional mentoring.	Teachers, Counsel., Admin.,	SCE: \$2,000.00		Staff Development sign-in and agenda, CHAMPS posters displayed in common areas, Academic Assemblies and pep rallies, lesson plans from strength based training	Increased student achievement, reduce discipline referrals	
Utilize motivational speaker in a school wide assemblies to increase awareness character and of bullying among students and staff, and create student ambassadors from identified at risk students to carry this theme	Admin., Teachers, Counsel.			Webpage, agenda/ sign-in, student survey, discipline data, counselor referrals	Reduced discipline data, better reporting of bullying to counselors	

WIG 2: By May 2020, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
throughout the year. Improve communication and education about bullying through the development training for staff and parents, a bullying webpage, and parent engagement sessions.						
Encourage ELLs to participate in GOAL and Pink Ladies. Encourage African American females to participate in Mighty Titan Girls and African American Males to participate in Valuable Lessons. Encourage students to join Student Leadership Group (Student Council) and Student PTA. Collaborate with mentors to provide tutoring and community service opportunities through these organizations.	Admin., Teachers, Counsel., Sponsors/ Mentors	SCE: \$3,000.00		Club rosters, Mentor sign-in, Valuable Lessons	Student Survey, increased student participation, increased student achievement	
Collaborate with elementary and high schools in the BMMS feeder path to align transitional activities and programs that will assist students with the transition to 6th and 9th grade. Increase communications with 5th grade and 9th grade teachers. Communicate with parents in the elementary feeder schools to prepare students for this transition. Provide transitional preparation programs for parents of current 5th and 8th grade students.	Admin., Teachers, Counsel., PDS	SCE: \$1,500.00		Agendas, School Messenger reports	Increased student achievement, increased student participation	
Parents and students will be invited to attend multiple family night training sessions designed to provide information and strategies that parents can use to increase their involvement in their child's school and in their child's academic achievement, and to increase parent's knowledge of curriculum and district programs available to	Admin., Teachers, Counsel., PTA	SCE: \$3,500.00		Family Engagement Nights, Strengths Based Parenting Rosters, School Messenger reports,	Increased Parent Engagement on Campus, Increased Parent Partnerships	

WIG 2: By May 2020, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
students. Target parents of ELL students and provide programs that will assist with the English language and meet the rigor of achievement standards.						
Provide opportunities for parent representation on school committees and parent involvement on campus in a volunteer or mentor role.	Admin., Teachers, Counsel.			Sign-In sheers, Committee rosters, School Messenger reports	Increased Parent Engagement on Campus, Increased Parent Partnerships	
Identify and Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, administrative internships, and venues to showcase leadership talents.	Admin., Teachers, Counsel.	SCE: \$800.00		Master Schedule, Leadership Opportunities, Staff Development agendas, Leadership Committees, T-TESS	Increased teacher-leader roles at BMMS	
Develop Student Leader Groups that will allow student voice in campus decisions, as well as the tolerance and understanding of others. Provide positive diverse visuals, selected by students, to reinforce positive decisions among at risk student groups. Allow students to take the lead in celebrating diversity.	Teachers, Sponsor, Counsel., Admin., CIS, PTA			Daily announcements, Student led activities, Student surveys, Diverse school decorations	Increased student involvement, increase student satisfaction	

**Texas Education Agency
2019 Closing the Gaps
BETTYE MYERS MIDDLE
(061901049) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status	36%															
Target	Y															
TELPA Progress Rate	40%															
TELPA Progress	72															
TELPA Total	179															
Total Indicators																
Student Success Status	1															
Target	1															
Target Met	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	4	12
STAAR Component Score	N	Y	N	Y	Y	Y	17	N	N	N	N	Y	N	N	4	12
% at Approaches GL Standard or Above	46	38	38	58	67	75	37	43	37	34	21	50	47	44	4	12
% at Meets GL Standard or Above	77%	69%	71%	87%	100%	96%	50%	82%	68%	67%	41%	86%	78%	75%	4	12
% at Masters GL Standard	43%	35%	33%	58%	83%	75%	0%	31%	33%	27%	18%	49%	44%	41%	4	12
% at Masters GL Standard	18%	11%	10%	30%	17%	53%	0%	16%	11%	8%	5%	14%	19%	16%	4	12
Total Tests	2,415	578	897	793	12	80	2	45	1,436	642	337	76	1,815	600	4	12
Total Indicators																
School Quality Status	4															
Target	4															
Target Met	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	4	12
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	12
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	12
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	12

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
BETTYE MYERS MIDDLE
(061901049) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	875	207	326	283	5	29	1	17	526	239	117	29	629	246		
Total Tests	875	207	326	283	5	29	1	17	526	239	117	29	629	246		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	875	207	326	283	5	29	1	17	526	239	117	29	629	246		
Total Tests	875	207	326	283	5	29	1	17	526	239	117	29	629	246		

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Curriculum Materials
Instructional Walks Data
Technology Use Log
Common Assessment Scores
MAP Data
Master Schedule

STAAR Data
 Special Programs Schedule
 Enhanced/Honors Courses

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Focus on learning targets Curriculum alignment, frequently working with district Focus on 4 questions in PLC Communication from DLC Common Planning for grade level content areas BOY, OY, and EOY screeners Instructional decisions based on analyzed data Use of advisory time Use of Thursday school	Higher order questioning Aligned and consistent after school tutorials, bus Cross-curricular connections Common understanding of Gen Ed and SPED teacher roles and responsibilities Training for assessments as it relates to the AFL process Intervention and extension days Continue to close gaps for LET and AA populations Increase attendance at Thursday Academic School Support for Texas Lesson Study

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Training for alignment of assessments and backwards design
 Campus expectations and procedures for re-learning and re-assessment
 Consistent and structured intervention and extension days
 Campus-wide focus on higher order questioning and thinking

Evidence of data discussion during PLC's



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Enrollment
Attendance
At-risk by category
Mobility/Stability
Texas Academic Performance Report
Ethnicity
Gender
TEA Accountability Report
ESchool Plus

Special Programs Participation

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Community and PTA support High student enrollment in extra-curricular activities Food pantry and clothes pantry now open Most trainings and sessions included in Spanish Support for specific families and services Staff professional development ELL decreased by 4% Class sizes decreased	Diverse staff Attendance rate (held steady, but top comparison groups are higher) Increase staff visibility Find ways to increase opportunities for parents to engage in campus events Reinvigorate the Watch Dogs program

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Focus on improving academic achievement scores with our Hispanic, ELL, and Sped students in the “meets” category in Math. Focus on our African American students in the “meets” category in Reading (growth).



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Family engagement rosters
Community resources
Parent volunteer hours
Community engagement survey
PTA membership
List of BMMS adopters
Parent needs survey

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

<p>Strengths...-</p> <p>Over 15 Adopt-a-school sponsors PTA membership Resources provided by PTA and community Consistent contact with parents/guardians via email blasts and all calls Student and family involvement in PTA has increased (PTSA) Community support through local churches and organizations Parent surveys on student needs administered by counselors Staff appreciation days</p>	<p>Needs -</p> <p>Increase staff and teacher involvement in PTA Increase mentors supporting BMMS students Family engagement sessions in Spanish PTA ELL Parent Liaison Opportunities for families to engage with BMMS through family nights Watch Dogs program</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>Develop an atmosphere where staff feels it is relevant to attend PTA meetings; only 30 PTA members assisted with any event this school year. Work as a campus to collaborate with school clubs/programs/disciplines to create family engaging activities and events Develop a venue for parents and the community to become involved in campus decisions Work with CIS and Student Assistance Counselor to ensure students in need of mentors receive one, who fits best with their needs</p>



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Master schedule
Leadership PLC
Duty Rosters
Support Services
School safety plan
Campus decision-making processes
Communication process
Special program supports
Extra-curricular opportunities

Opportunities for leadership on and off campus

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Opportunities for intervention during the school day Students enrolled in enhanced/honors classes Master Schedule: team time, PLC time, lunch monitors, etc. Quality staff hired, and staff in our high-needs areas (Sped, ELL, Intervention classes) Strengths Academy	Sharing our Titan Story and achievements with parents and community Increasing feedback from stakeholders throughout the year Communicate and emphasize school theme all throughout the year Staff involvement in campus decision making process Reduce repeat offenders for discipline

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Increase communication with community and staff.
Share through email blasts and social media, the achievements and highlights throughout the school
Continue DMTSS process and reduce the number of repeat discipline incidents



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Culture and climate survey
Hope and engagement survey
Campus feedback survey
Instructional walkthroughs
PTA surveys
Counselor's surveys
Faculty and staff interviews

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Strengths program Students involved in campus activities Staff feedback CIS mentor program (meeting student needs) Staff supports students during extra-curricular events Counselors and administrators interventions for bullying allegations Staff members mentoring students Student recognition (academic assemblies) Thursday school program	Student expectations in hallways Campus expectations are revisited often Staff recognition Increase communication between staff and administration, especially with non-team teachers Consistency with policies Increase instructional walkthroughs, having team members and department members conduct them

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Reinforce student expectations in and out of the classroom Consistency in communication, policy, and expectations for staff Staff and student recognition



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Teacher interviews
Para-professional interviews
Staff degrees and certification
T-Tess data
Special programs certifications
Teacher demographics

Grade reports
Teacher-student ratios

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">- Diverse teaching staff- Opportunities for leadership- PLC- Support for new teachers and teachers new to the campus- Hiring committees- Highly qualified staff- Strengths with staff	<ul style="list-style-type: none">- Communication and collaboration for non-teamed departments- Professional development and communication with para-professionals- Involve all in the DMTSS process- Recognition for support staff, para-professionals, and substitutes- Teacher appreciation and recognition

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continue to hire quality staff
Increase staff recognition
Increase communication and collaboration efforts



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

TEA Accountability summary
TEA school report card
TAPR
TELPAS
Common Assessments
Enhance/honors enrollment
Failure report
Attendance

--

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
8th grade SSI in both math and reading Thursday Academic School 5 distinguished marks in 2018 in ELAR, Science, Growth, Closing Gaps, and Postsecondary Readiness Diversifying student population in special courses (Algebra) Growth in interest in tech course	Interventions for Social Studies and Science for STAAR Increase in attendance for Thursday Academic School LEP academic needs Home visits for students with excessive absences

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Increase interventions for students in academic need (Thursday nights, advisory schedule) Monitor attendance and create interventions for students with excessive absences



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

BrightBytes Survey
Staff interviews
District technology staff interviews
Campus technology use
Technology professional learning
Observation from DLC

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Students with internet access at home Students online skills are well rounded and developed Teachers ability to solve own technology problems Teachers ability learn new technology tools Campus use of online assessments Campus use of assistive technology Campus proficiency with foundational technology skills Students are engaged in designing their learning goals and processes Ranked highest middle school in overall technology use</p>	<p>Students’ foundational skills Increase students opportunities to solve authentic problems Increase students’ time collaborating with teachers and others outside the classroom online Digital Learning Coach working with teachers to create engaging lessons, integrating technology using the SAMR model Digital Learning Coach and teachers working together to create effective classroom management practices for the school</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>Digital Learning Coach working with teacher to create engaging lessons, integrating technology using the SAMR model Increase students’ time collaborating with teachers and others outside the classroom online Digital Learning Coach and teachers working together to create effective classroom management practices for the school</p>



Summary of Priority Needs

Demographics...

Focus on improving academic achievement scores with our Hispanic, ELL, and Sped students in the “meets” category in Math. Focus on our African American students in the “meets” category in Reading (growth).

Student Achievement...

Increase interventions for students in academic need (Thursday nights, advisory schedule)
Monitor attendance and create interventions for students with excessive absences

School Culture and Climate...

Reinforce student expectations in and out of the classroom
Consistency in communication, policy, and expectations for staff
Staff and student recognition

Staff Quality, Recruitment and Retention...

Continue to hire quality staff
Increase staff recognition
Increase communication and collaboration efforts

Curriculum, Instruction, and Assessment...

Training for alignment of assessments and backwards design
Campus expectations and procedures for re-learning and re-assessment
Consistent and structured Intervention and Extension days
Campus-wide focus on higher order questioning and thinking
Evidence of data discussion during PLC's

Family and Community Involvement...

Develop an atmosphere where staff feels is relevant for them to attend PTA meetings; only 30 PTA members assisted with any event this school year

Work as a campus to collaborate with school clubs/programs/disciplines to create family engaging activities & events

Develop a venue for parents and the community to become involved in campus decisions

Work with CIS and Student Assistance Counselor to ensure students in need of mentors receive one, who fits best with their needs

Create an atmosphere where our ESL parents feel comfortable attending and receiving relevant information concerning their students needs

School Context and Organization...

Increase communication with community and staff.

Share through email blasts and social media, the achievements and highlights throughout the school

Continue DMTSS process and reduce the number of repeat discipline incidents

Technology...

Digital Learning Coach working with teachers to create engaging lessons, integrating technology using the SAMR model

Increase students time collaborating with teachers and others outside the classroom online.

Digital Learning Coach and teachers working together to create effective Classroom Management Practices for the school

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	John Sinor
Teacher	Michelle Jackson
Teacher	Amy Metting
Teacher	Daphne Sonmezler
Teacher	Rachel Harris
Teacher	Katie Feather
Campus-Based Nonteaching Professional	Karen Anderson
Campus-Based Para or Operations Staff Rep	Stephanie Santamaria
District-Level Professional	Mary Decker
Parent Rep	Kim Lewis
Parent Rep	Lisa Thompson
Community Rep	Jason Stewart
Business Rep	Mimmi Tepper

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
8/15/19	3:45 PM	BMMS Flex Room
8/29/19	3:45 PM	BMMS Flex Room
9/12/19	3:45 PM	BMMS Flex Room

Strickland Middle School



Campus Improvement Plan 2019-20

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- I. Campus Improvement Planning Processes and Procedures
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 - 1: Student Achievement
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 - 3: Internal Processes
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- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Strickland Vikings are the learners of today and the leaders of tomorrow.

School Vision

Strickland provides a welcoming, engaged, orderly and collaborative environment for learning and continuously strives to improve all student achievement.

School Values

Strickland Vikings:

Grit
Respect
Own It
Willing and Ready to Learn

WIG 1: Improve all student learning, reduce the achievement gap between subgroups to 4% or less, and reflect a minimum of one year's growth for every student, as measured by benchmarks, common assessments, NWEA MAP and state assessments. [This WIG addresses all missed performance targets.]

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide necessary professional development and common planning time for core content teachers (time for horizontal and vertical planning and PLCs), so that they are able to ensure that all student groups are achieving. [addresses missed performance target]	Principals, department heads, teachers	\$3,000 SCE		Master schedule Staff development plan Team drives	Common assessment, benchmark, MAP, and STAAR data	
Utilize common assessments, benchmark testing, NWEA MAP, and Aware in all core subject areas, with a PLC focus on eliminating learning gaps. [addresses missed performance target]	Principals, teachers			Aware training Assessment scheduling in Aware Team drives	Aware assessment data-all leading indicators should show growth	
Integrate technology to enhance instruction, so that at-risk students have access to online resources and opportunities for online collaboration.	Principals, librarian, DLS, teachers	\$5,000 SCE		Lab and cart schedules Equipment check-out and usage	L2L engagement data CNA survey data Student achievement	
Utilize web-based learning tools (including IXL, Rosetta Stone, Achieve3000, library online databases, and STEMscopes) especially with ELL students and students in double-blocked co-teach math and reading. [addresses missed performance targets]	Teachers	\$14,500 SCE		Program usage	Student growth as evidenced by achievement data	
Provide related professional development, support, and coaching to ensure all teachers are using Best Practices, Marzano strategies, Antonetti's rigor task rubric, Hattie's Visible Learning strategies, Chappuis strategies of AfL, learning targets, and engaging qualities to reach all learners, especially those at-risk.	Teachers			Lesson plans PLCs L2L walks	L2L data Walk-through and observation data Team drives	

WIG 1: Improve all student learning, reduce the achievement gap between subgroups to 4% or less, and reflect a minimum of one year's growth for every student, as measured by benchmarks, common assessments, NWEA MAP and state assessments. [This WIG addresses all missed performance targets.]

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide small group tutoring to all students at-risk of not meeting expectations on STAAR in all tested subject areas. [addresses missed performance targets]	Principal, teachers	\$5,000 SCE		Tutorial schedule and attendance	STAAR results	
Schedule reading intervention classes for students at-risk in reading (appropriate to needs, for example: ESL reading intervention, dyslexia therapy, or reading intervention). [addresses missed performance target]	Principal, counselors	\$60,000 SCE 1 FTE		Schedule	Student growth as evidenced by achievement data	
Build library collection with multi-level/high interest material (fiction and nonfiction), with selections based on need of students in reading intervention classes as well as ELL students in sheltered instruction. [addresses missed performance target]	Principal, librarian, teachers	\$10,000 SCE		Library collection Inventory/order	Library usage report	
Schedule double-block co-teach math and/or sheltered math intervention for all students not mastering grade level TEKS. [addresses missed performance target]	Principal, counselors			Schedule	Student growth as evidenced by common assessment and benchmark data	
Staff book study	Principal, teachers	\$4000 SCE		PD plans	Presentations at staff meetings	
Continue to implement Book Whisperer strategies in all ELAR classes as well as school wide with staff. Challenge all to read 40 books.	Principal, reading teachers, librarian	\$5500 SCE		Number of books read	Library usage report Lexile levels	
Use Motivation Math, MAP skill builder and IXL in double-block co-teach math. [addresses missed performance target]	Math teachers	\$4000 SCE		Lesson plans, L2L data	Common assessment and benchmark data	

WIG 1: Improve all student learning, reduce the achievement gap between subgroups to 4% or less, and reflect a minimum of one year's growth for every student, as measured by benchmarks, common assessments, NWEA MAP and state assessments. [This WIG addresses all missed performance targets.]

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Use Writer's Resource folders schoolwide to standardize expectations for writing across the curriculum.	ELA dept. head, teachers			Folders	Student writing	
Collaborative guidance lessons with 8th grade focusing on motivation to achieve, SSI, goal-setting, planning and transition.	Principal and counselors			Lessons	STAAR results Enrollment in pre-AP Honor roll, failure reports, and grade distributions	
Improve achievement of ELL students by focusing on academic vocabulary using a variety of strategies including word walls, science dictionaries, thinking maps, primary sources and platform texts in history, SIOP strategies and language objectives.	Teachers			Lesson plans L2L Walk-throughs & observations	Student growth as evidenced by multiple sources of achievement data	
Implement Co-teach in all core content at 8th grade. Implement Co-teach or inclusion in all core content at 6th and 7th grade. [addresses missed performance target]	SpEd teachers, principal, APs, SpEd support staff			Master schedule	SpEd student growth	
Share 8th grade MAP and pre-test data with HS teams to facilitate appropriate transition for at-risk 9th graders.	Principal Counselors			Shared data	Appropriate scheduling of students	
Implement flex tutoring to improve student mastery of essential content and reduce failure rates campus-wide at all grade levels. [addresses missed performance target]	Principal, APs, teachers			Flex tutoring shared drive	Student growth as evidenced by achievement data	
Work with feeder LPAC committee chairs to set high expectations and to facilitate	Principal LPAC			Scheduled meetings	Appropriate transition planning and student	

WIG 1: Improve all student learning, reduce the achievement gap between subgroups to 4% or less, and reflect a minimum of one year's growth for every student, as measured by benchmarks, common assessments, NWEA MAP and state assessments. [This WIG addresses all missed performance targets.]

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
appropriate transition for our ELLs.	chairs				growth	
Provide double-blocked integrated reading and writing instruction at all grade levels using the workshop model of instruction and the Lucy Calkins Units of Study to increase student engagement, provide differentiated instruction and improve student achievement.	Principal ELAR teachers			Master Schedule Lesson Plans	Student growth as evidenced by achievement data	

WIG 2: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning and encourage participation by all members of the school community, especially students and parents, in the continuous improvement of the school culture.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize technology and social media to increase communication with parents and other stakeholders. Post the marquee, complete all School Messenger and Remind messages and all written parent communication in English and Spanish.	All SMS staff and PTSA			All communications Phone logs and messenger reports	Parent attendance and feedback	
Continue to implement CHAMPS, STOIC, and PBIS school-wide. Incentivize teachers and students to make Vikings GROW a priority. Focus on restorative discipline practices.	PBIS/CHAM PS group and all teachers			Staff trainings Student training assembly	Discipline referrals and data Climate surveys	
Schedule Denton PD presentations - Internet Safety for Teens (for students and parents)	Counselors CIS			Presentation schedule	Discipline data Climate surveys Community service projects	
Implement Safety Net Program - Positive Action Program for at-risk students	Counselors			Scheduled groups	Student	
Kindness Club - Multicultural Club to unite students of all different cultures and to spread acceptance and kindness amongst the Viking Community.	Counselors			Meeting schedule and agendas	Community service projects	
WEB - Where Everyone Belongs - 6th grade transition program	WEB sponsors, principals	\$6000 SCE		WEB leader training WEB activities	Discipline data Climate surveys	
Encourage parent and student use of HAC, teacher websites, Remind, Facebook, Twitter and Instagram and provide opportunities for parents to sign up.	Principals, teachers, counselors, ITS			Number of active accounts	Honor roll and failure reports	
Path to Scholarships Program	PTS			PTS assemblies	Discipline, grade, and	

WIG 2: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning and encourage participation by all members of the school community, especially students and parents, in the continuous improvement of the school culture.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	sponsors, counselors				assessment data Course enrollment data	
“Generation Texas” - college week as well as ongoing emphasis on higher education and college readiness	Counselors, principal, teachers			Activities, Gallup Survey, My College Options, Talent Search	Students surveys Gallup Survey results My College Options data	
Promote use of “Safe Schools Bullying Reporting”	Counselors			Usage data	Survey	
Provide collaborative guidance lessons in all grade levels focusing on expectations, relationships, coping skills, conflict resolution, growth mindset, career/college exploration and communication skills.	Counselors and principal			Lessons	Referrals	
Host quarterly family library nights showcasing various student projects and providing family enrichment and literacy opportunities.	Librarian, teachers, counselors, principals			Scheduled events	Attendance and parent feedback	
Implement “Family @ SMS” - All students and staff are part of a family that meets on Monday and supports and advocates for each other. This promotes a sense of belonging.	ACE lead, counselors, principals			Scheduled every Monday	Improved student survey results regarding sense of belonging	
Use adventure based group counseling with at-risk students to increase positive interactions and engagement and to reduce discipline referrals.	Counselors teachers, principals			Groups	Discipline referrals	
Implement Gallup Strengths program in 6th	Principals,			Student strengths	Improvements in grades,	

WIG 2: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning and encourage participation by all members of the school community, especially students and parents, in the continuous improvement of the school culture.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
and 7th grade through Naviance.	strengths coach, health teacher			awareness and work	behavior, and positive leadership skills	
GOAL	GOAL coaches			Attendance, games, tournaments, community service projects	Improvements in leadership reports, grades, behavior, and positive leadership skills	
Mariachi Club Garden Club Robotics Club Anime Club D & D Club Jazz and Pop Choir Fiddle Club	Teacher sponsors			Performances Competitions Community service	Improved student survey results regarding sense of belonging Improved grades and leadership skills	

**Texas Education Agency
2019 Closing the Gaps
STRICKLAND MIDDLE (061901044) - DENTON
ISD**

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status	36%															
Target Met	N															
TELPAS Progress Rate	29%															
TELPAS Progress	67															
TELPAS Total	235															
Total Indicators																
Student Success Status	0															
Target	1															
Target Met	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	0	1
STAAR Component Score	N	Y	N	N	N	49	80	30	Y	N	N	Y	N	N		
% at Approaches GL Standard or Above	46	47	39	55	45	82%	100%	57%	40	34	21	47	46	44		
% at Meets GL Standard or Above	75%	74%	71%	82%	76%	85%	100%	70%	70%	66%	41%	79%	76%	71%		
% at Masters GL Standard	42%	45%	33%	54%	49%	38%	80%	24%	35%	27%	18%	41%	42%	41%		
Total Tests	2,630	267	1,331	940	37	13	5	37	1,714	852	361	135	2,144	486	3	12
Total Indicators																
School Quality Status	3															
Target	12															
Target Met	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	0	3
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
STRICKLAND MIDDLE (061901044) - DENTON
ISD**

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Status and Data Table

Total Indicators Participation	EL (Current & Monitored) +										Non-Continuously Enrolled	Total Met	Total Evaluated
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)			
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading													
% Participation	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%
# Participants	927	94	475	328	11	4	2	13	613	134	43	735	192
Total Tests	929	95	476	328	11	4	2	13	615	135	43	736	193
Mathematics													
% Participation	100%	99%	99%	100%	100%	100%	100%	100%	99%	99%	100%	100%	99%
# Participants	925	94	473	328	11	4	2	13	611	134	43	733	192
Total Tests	929	95	476	328	11	4	2	13	615	135	43	736	193

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

▫ Ethnicity	▫ Mobility
▫ Economically Disadvantaged	▫ Special Programs: GT, SPED, 504 At-Risk, IEP
▫ Special Programs by Ethnicity	▫ Enrollment
▫ Staff Demographics	

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Closing the gaps for special programs.
- n Making progress towards hiring a staff that more closely reflects
- n Closing gaps for African American students.
- n
- n
- n
- n
- n
- n
- n
- n

Needs

- n Continue to meet the needs of a diverse student population
- n Teacher training regarding strategies for reaching at-risk
- n Correctly identify students so special programs percentages
- n Continue to hire teachers that allow our staff population to more
- n Increase the number of staff who are ESL certified.
- n
- n
- n
- n
- n
- n

Summary of Needs

- n Continue to meet the needs of diverse student population and an increasing Hispanic majority
- n Continue teacher summer readings for multicultural and/or ECD population
- n Continue to meet the needs of an increasing economically disadvantaged population
- n Correctly identify special group populations among ethnic groups
- n Address the discrepancy between teacher ethnicities and student ethnicities
- n More access for staff to learn other languages
- n Continued emphasis on ESL certification
- n

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Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

▫ State Assessment Data	▫
▫ TELPAS	▫
▫ Advanced course enrollment	▫
▫ Honor Roll Reports	▫
▫ Failure Reports	▫

n



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- n Surveys
- n Questionnaires
- n Focus Groups
- n Interviews
- n Feedback Data
- n Classroom and School Walkthrough Data
- n Parent Conferences, Meetings, etc.
- n
- n
- n
- n

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | | | |
|---|----------------------------------|---|-------|
| n | student growth mindset survey | n | _____ |
| n | student climate & culture survey | n | _____ |
| n | school cleanliness survey | n | _____ |
| n | _____ | n | _____ |
| n | _____ | n | _____ |

n



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- SBEC Website
- Staff Lists from last 5 years
- Staff Attendance report
- New Teacher Questionnaire
- PEIMS discipline

Page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
▫ Highly qualified teachers	▫ Staff Attendance is lower than student attendance (97% student)
▫ Teacher of the Month / Paraprofessional of the Month	▫ Restructuring "Title 1" training to not pull so many people off
▫ Teacher Accountability	▫ Improve Staff Community
▫ Low staff turnover	▫ Continue to focus on vertical teaming
▫ Teaming / Professional development / Horizontal & Committing to use Restorative Practices, CHAMPS, Vikings Grow	▫ Higher attendance rates for technology training
▫ 6th Grade Pilot Campus for Restorative Practices	▫ More training for staff working with IEP students
▫ Accelerated Reading Classes	▫ Study areas where students struggle the most and close gaps
▫ ESL Sheltered Accelerated Math	▫ Implement campus CHAMPS team
▫ Dual Language Program	▫ Continue training in Restorative Practices, CHAMPS Coaching
▫ ESL Sheltered Social Studies and Science	▫ Continue support for
	▫ New staff need a go-to "mentor" assigned to them
	▫ Help new staff feel supported through Coaching
	▫ Employee Wellness - Continue Viva La Vikings - hang out with

Summary of Needs

- Continue to refine and structure instruction based on data from standardized testing, district benchmarks, common assessments, and Continue CHAMPS, Coaching, Leadership training, Champs implementation, PBIS/Foundations, fine tuning structure & expectations
- Continue Restorative Practices in 6th grade and expand to 7th grade.
- Decrease number of ISS placements & discipline actions
- Continue efforts to build a school culture that reflects a sense of community by developing activities that will provide opportunities for staff to interact and keep a strong sense of community
- Improve Planned Vertical Teaming
- Improve classroom and school-wide discipline procedures (PBIS/Foundations)
- Continue working through T-TESS and walkthroughs to provide teachers with feedback
- Offer incentives for teachers to go to technology training to improve teacher quality & consider timing of offered trainings
- Incentives to improve attendance
- Employee Wellness - Viva La Vikings - hang out with incentives
- Make time for Coaching to support staff and have assigned go-to person for mentor
- Find ways to increase passing rates in classes where students struggle the most

o Continue to find ways to engage at risk students



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- ⁿ Standards-Based Curriculum Resources and Materials
- ⁿ Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- ⁿ Foundation Course/Class Materials
- ⁿ Enrichment Course/Class Materials
- ⁿ Technology
- ⁿ Instructional Design/Delivery; High-Yield Strategies
- ⁿ Lesson Study/Delivery Processes
- ⁿ Collaborative Horizontal and Vertical Team Alignment Processes
- ⁿ Student-Specific/Differentiated Strategies and Processes
- ⁿ Common Benchmark Assessments and/or Other Assessments
- ⁿ Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- ⁿ Campus and district STAAR results ⁿ _____
- ⁿ Student population info. ⁿ _____
- ⁿ Bright Bytes data ⁿ _____
- ⁿ Teacher Survey ⁿ _____
- ⁿ Student Survey ⁿ _____

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Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- n Family and Community Participation Counts by Type of Activity
- n Parent Volunteer Information
- n Parent Activity Evaluations and Feedback
- n Parent and Community Partnership Data
- n Mobility/Stability
- n Demographic Data
- n Community Service Agencies and Support Services
- n
- n
- n
- n

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | | | |
|---|---|---|-------|
| n | Family and Community participation counts | n | _____ |
| n | Volunteer information | n | _____ |
| n | Parent/Student surveys and feedback | n | _____ |
| n | Community service agencies and support partnerships | n | _____ |
| n | Student groups community service reports | n | _____ |

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Community Service mindset

- n Recycling and Sustainable Schools promotion and follow-through

- n College education awareness

- n Communication/Staff Outreach

- n GOAL

- n Food Pantry/Care Closet

- n Volunteer Hours

- n Mentoring

- n Industrial Tech projects - Little Free Libraries & Bookmobile

- n

Needs

- n Possibility of laundry service for some of our students/families

- n Continue to encourage recycling and sustainable schools

- n Increase number of mentors

- n Increase number of ELL parent PTSA memberships and volunteers

- n

- n

- n

- n

- n

Summary of Needs

- n Possibility of laundry service for some of our students/families

- n Continue to encourage recycling and sustainable schools

- n Continue to encourage recycling and sustainable schools

- n Increase number of ELL parent PTSA memberships and volunteers

- n

- n

- n

- n

- n

n



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Libr
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Pro
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- | | |
|--|---------|
| ▫ Student surveys for all grade levels | ▫ _____ |
| ▫ Teacher surveys | ▫ _____ |
| ▫ Enrollment Data | ▫ _____ |
| ▫ _____ | ▫ _____ |
| ▫ _____ | ▫ _____ |

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Students and teachers have high expectations
- n Many students reassess to improve on TEKS that they are
- n Flex tutoring is enabling students to be more successful
- n Students are using Growth Mindset in learning
- n Teaming
- n Scheduled PLC time
- n Master schedule that supports teaching and learning
- n CLT comes to consensus for decisions
- n _____
- n _____

Needs

- n 50% of students are affected in negative ways by behaviors in the
- n 10% of students are unable to participate in Fine Arts
- n Students would like more choices during Flex Tutoring when not
- n Some students are needed by many teachers for Flex
- n 26.5% of staff members want to be more connected to others
- n _____
- n _____
- n _____
- n _____
- n _____

Summary of Needs

- n Decrease negative behaviors in the classroom and hallways by using Restorative practices
- n Create more options for students to select, when not drafted for Flex.
- n Set-up a rotation on Team for those students that are needed in multiple rooms
- n Increase interactions among teachers; Secret Santa, Adult Dodgeball/Volleyball leagues, and Potlucks
- n _____
- n _____
- n _____
- n _____
- n _____

n



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Impleme
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholder
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

▫ BrightBytes Clarity Survey	▫ _____
▫ Campus Inventory	▫ _____
▫ Campus Checkout Schedule	▫ _____
▫ Eduphoria Workshop	▫ _____
▫ ITS Calendar	▫ _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Access to devices, apps, connectivity & software.
- n Leadership
- n Technical support
- n Beliefs
- n Foundational Skills
- n Budget
- n Parent beliefs
- n
- n
- n

Needs

- n Professional Learning Opportunities/Planning
- n Digital Citizenship
- n Teacher & Student use of the 4C's - Creating, Collaborating, Critical
- n Multimedia Skills
- n Classroom Management Ideas for Technology Use
- n
- n
- n
- n
- n

Summary of Needs

- n Strickland Middle School has strong foundational technology skills, a strong belief in the benefits of using technology in the classroom,
- n excellent access to a variety of technology tools and devices, and the support needed to use these tools and resources. We need continued
- n professional learning and planning opportunities for technology
- n integration in the classroom, instruction in using technology to address the 4C's in our classrooms, and support implementing Digital Citizenship
- n instruction in the classrooms as technology is being used. Teachers request additional support and training in the areas of online
- n collaboration, multimedia, and classroom management with technology.
- n
- n
- n
- n

Demographics

Continue to meet the needs of diverse student population and an increasing I
Continue teacher summer readings for multicultural and/or ECD population
Continue to meet the needs of an increasing economically disadvantaged pop
Correctly identify special group populations among ethnic groups
Address the discrepancy between teacher ethnicities and student ethnicities
More access for staff to learn other languages
Continued emphasis on ESL certification

Student Achievement

Address missed performance targets
Increase number of students at meets and masters in all test
TELPAS speaking scores decreased (likely due to having to re
Improve ELL and SpEd student learning and achievement

School Culture and Climate

Continue flex-tutoring to address tutoring needs
Continue restorative discipline

Teacher Quality

Continue to refine and structure instruction based on data fr
Continue CHAMPS, Coaching, Leadership training, Champs in
Continue Restorative Practices in 6th grade and expand to 7t
Decrease number of ISS placements & discipline actions
Continue efforts to build a school culture that reflects a sense
Improve Planned Vertical Teaming
Improve classroom and school-wide discipline procedures (PE
Continue working through T-TESS and walkthroughs to provi
Offer incentives for teachers to go to technology training to i
Incentives to improve attendance

Curriculum, Instruction and Assessment

Family & Community Involvement

Possibility of laundry service for some of our students/familie
Continue to encourage recycling and sustainable schools
Continue to encourage recycling and sustainable schools
Increase number of ELL parent PTSA memberships and volun

School Context & Organization

Decrease negative behaviors in the classroom and hallways by using Restorti
Create more options for students to select, when not drafted for Flex.
Set-up a rotation on Team for those students that are needed in mutiple roo
Increase interactions among teachers; Secret Santa, Adult Dodgeball/Volleyb

Technology

Strickland Middle School has strong foundational technology

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Danielle Martinez
Teacher	Jennifer Brim
Teacher	Dayna Van Aken
Teacher	Tamra Woods
Teacher	Adriana Gillilan
Teacher	Rene Thompson
Teacher	Sonya Arenivar
Campus-Based Nonteaching Professional	Tiffany Bluit
Campus-Based Para or Operations Staff Rep	Sherry Stephens
District-Level Professional	Angela Ricks
Parent Rep	Jennifer Collins
Parent Rep	Kristy Hathcock
Community Rep	Ricky Hayes
Community Rep	Keith Adams
Business Rep	Barbara Russell
Business Rep	

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
3/28/19	3:45 p.m.	SMS library
4/11/19 & 4/25/19	3:45 p.m.	SMS library
5/2/19	3:45 p.m.	SMS library
8/29/19	3:45 p.m.	SMS library
9/5/19 & 9/12/19	3:45 p.m.	SMS library

Ginnings Elementary School



Campus Improvement Plan 2019-20

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- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

Ginnings Vision: A campus of educational greatness

Ginnings Mission: To educate and inspire each child to reach their maximum potential



WIG 1: Ginnings Elementary School will focus on ensuring at least one year's growth in Reading and Math for every student by June 2020. This will be evidenced by:

- **Early Literacy Inventory (K-2nd) – 80% of students ending the year On-Level, with 10% or fewer ending at At-Risk.**
- **Primary Numeracy Assessment (K-2nd) – 80% of students ending the year On-Level, with 10% or fewer ending at At-Risk.**
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- **TELPAS Assessment (1st-5th) – Increase the Proficiency Rating by 5% in both Listening and Speaking.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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Part-time/Temporary support teachers will intervene with students and teachers to support Tier I, II, & III instruction as necessary for improved student performance.	Part-Time /Temporary Support Teachers	TI: \$35,000	1 2 3 8 9 10	Structure schedule, intervention lesson plans and progress monitoring forms, intervention tracking form, WIN time schedule	Decreased gaps in students being serviced during Tier II & III based on formative assessments and common assessments, reduction in number of students building wide who are in need of intensive WIN time intervention	
WIN time (intervention) will be incorporated in all grade levels to reteach, practice, and extend academic essentials for all students based on individual needs.	Teachers, Interventionists, Support Teachers	N/A	1 2 8 9 10	WIN Time schedule, Win Time lesson plans, differentiated small group student lists	Decreased gaps in students being serviced during WIN time based on formative assessments and common assessments, reduction in number of students building wide who are in need of intensive WIN time intervention	
Students performing at the meets level will be provided with additional enrichment opportunities to promote academic growth towards the masters level on local and/or	Teachers, EXPO Specialist, Administr	N/A	1 2	PLC agenda meeting notes, WIN time lesson plans and schedules, student lists	Increase in student performance at the meets and masters level on common assessments, decreased gap between	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
state assessments.	ators		8 9 10		district and campus percentage of masters level students	
Nine Weeks Power PLCs will be held for long range planning focusing on the four critical questions for all content areas: (1) What do we want students to know and be able to do? (2) How will we know when they have learned it? (3) What will we do when they have learned it? (4) What will we do when they already know it?	Teachers, Interventi onists, Coaches, Administr ators	TI: \$5,000	1 2 3 4 8 9 10	PLC agendas, team notes, development of detailed 9 week pacing guides that include formative assessments planning, development of small groups based on TEK level data for students who are below, at or above grade level	Small group instruction focused on data and formative assessment/progress monitoring, decrease in student gaps based on TEK level data, alignment of curriculum, implementation, and assessment in planning and lesson delivery	
Monthly PLCs will be held to track and monitor student data, document students of concern, and develop/adjust intervention/enrichment student groups in the core content areas.	Teachers, Interventi onists,	TI: \$15,000	1 2 3	PLC agendas, team notes, development of flexible groups for students who are below, at or above grade level	Small group instruction focused on data and formative assessment/progress monitoring for students at or above grade level based	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Coaches, Administrators		4 8 9 10		on TEK level data, increase in number of students who are at or above grade level	
Professional development will be conducted in the areas of Professional Learning Community, Assessment for Learning, Lucy Calkins Units of Study, Texas Lesson Study, English Language Proficiency, Curriculum Workshop Model, Lead4ward, Differentiated Instruction, Positive Behavior Support System and Social Emotional Learning.	Administrators, Coaches, Interventionists, Teachers	Ti: 10,000	1 2 4 10	PLC agendas, Team notes, Implementation of campus initiatives in all classrooms, Lucy Calkins and Assessment for Learning implemented with fidelity building wide, staff sign-in sheets and eduphoria enrollment	Implementation of campus initiatives in all classrooms based on walkthrough and observation data	
Assessment for Learning (AfL) will be implemented in the areas of Learning Targets, Strong and Weak Work, and Feedback in all content areas.	Teachers, Interventionists, Coaches, Administrators	N/A	1 2 3 4	AfL Cohort evidence folder, walkthrough data, grade level AfL evidence folders, teacher feedback request forms, staff learning meeting agendas	Students know and understand the day's learning targets as documented in walkthrough student questioning, students understand strong and weak work, and be provided with descriptive	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	ators		8 10		feedback as documented in AfL Cohort folder and walkthrough data	
Lucy Calkins Units of Study & Phonics will be implemented in the areas of Reading and Writing.	Teachers, Intervent onists, Coaches, Administ rators	N/A	1 2 3 4 8 10	Mega Labs, walkthrough data, structured planning time, lesson plans	Increase between pre and post assessment data for Lucy Calkins reading and writing, increase in common assessment data	
Additional resources will be purchased to support student learning and teacher best practices in all content areas.	Teachers, Librarian, Intervent onists, Coaches, Administ rators	\$15,000	1 2 4 10	Classroom inventory, library inventory, science lab inventory, technology programs and integration	Increase in student academic levels based on assessments, students have opportunity to select good-fit books, increase student fluency in technology usage	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Additional systems will be developed to track and monitor student data for PLC work and DMTSS purposes.	Teachers, Interventi onists, Coaches, Administr ators	N/A	1 2 3 4 8 9 10	Ginnings Progress Monitoring forms, Students of Concern document, small group data trackers	Increase in student performance data based on action plan developed in PLC data conversations, use of progress monitoring forms and students of concern document inform PLC conversations and student next steps	
Denton ISD Multi-Tiered System of Support (DMTSS) will provide targeted and differentiated supports for behavior as the campus continues with the academic component.	Teachers, Interventi onists, Administr ators	N/A	1 2 3 8 9 10	Monthly DMTSS grade level meetings, Students of Concern document, Ginnings Progress Monitoring forms	Students documented in eSTAR, decrease in number of students receiving supplemental and individualized interventions based on common assessment data and high-quality Tier I instruction, increase in quality referrals	
A variety of classroom walkthroughs and observations will be conducted to focus on	Administr	N/A	1	Campus, District, and State (T-TESS) walkthrough &	Increase in targeted walkthrough data showing	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
teacher development and student learning for expected growth and engagement.	ators, Coaches		2 4 10	observation forms, feedback and coaching forms	growth in teacher practice and student achievement	
iStation Reading and Imagine Math will be utilized to support Tier I instruction, Tier II interventions, and as a resource for accelerated instruction for Tier III students who Did Not Meet Grade Level expectations on the STAAR assessment for the previous year.	Teachers, Interventi onists, Coaches, Administr ators	N/A	1 2 8 9 10	Lesson plans indicating usage for all students, Imagine Math lesson data - number of lessons passed, iStation monthly ISIP, WIN time lesson plans	Students who are below grade level progress at least one level in Imagine Math or one tier in iStation, decrease in the number of students who are far below basic based on Tier I instruction and MOY/EOY screeners in Imagine Math	
Reading and Math zone & district assessments will be administered to obtain campus data for responsive instruction.	Teachers, Interventi onists, Coaches, Administr ators	N/A	1 2 8 9 10	Data in AWARE for both math and reading, lesson plans and calendar invites for scheduling, Ginnings Progress Monitoring forms	Increase in student performance data on zone assessments in both math and reading, targeted small group instruction based on TEK level data from zone assessments	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Faculty & Staff will attend district and non-district professional development and share their learnings with the campus upon return.	Teachers, Intervent onists, Coaches, Administ rators	N/A	1 2 3 4 10	Professional development registration, agenda, presentation	Learning that is shared with campus is being implemented in classrooms, increase in use of universal best practices across the campus	
Highly qualified general and bilingual education teachers will be recruited through multiple sources (i.e., job fairs, professional conferences, university partnerships, etc.).	Administ rators	N/A	1 2 5 10	Attendance at job fairs and recruiting events	Increase in recruitment and retention of highly qualified teachers	

WIG 2: Ginnings Elementary School will establish a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2020. This will be evidenced by:

- **Climate and Culture Survey – Increase parent and staff satisfaction by 5% in the areas of academic support and safety & behavior.**
- **Attendance Report – Increase student attendance rate to 97% in all grade levels.**
- **Discipline Data – Decrease student referrals by 10% in all discipline categories.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The campus mission, vision, values, and goals will continue to be published, displayed around the school, and posted on the campus website for all stakeholders to be informed.	Administrators	N/A	1 5 6 10	Document distributed to stakeholders, mission-vision-values-goals document and activity in google folder	Cohesiveness of stakeholders working towards campus mission, vision, values, and goals, stakeholders can articulate our campus mission & vision	
Multiple social media platforms will continue to be used to keep all stakeholders informed on all classroom/school-wide events, updates, and information (i.e., Twitter, Facebook, ClassDojo, Bloomz, SchoolMessgener, Websites, Etc.).	Teachers, Club Sponsors, Counselor, Administrators	N/A	1 5 6 10	Social media platforms regularly updated, communication systems streamlined to provide a cohesive message to stakeholders	Stakeholder are informed and have avenues for two-way communication, increased stakeholder participation in classroom/school-wide events	
Attendance committee will implement and reinforce plans to increase student attendance rate.	Administrators, Counselor, Teachers	N/A	1 2 6 10	Meeting agendas, meeting notes, attendance data, attendance report	Reduction in student absences and tardies	
A variety of family nights will be held for students to highlight learning with parents	Teachers, Interventi	N/A	1	Ginnings events calendar, family night documentation,	Increased parent engagement in family	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
(i.e., Open House, Curriculum Night, Math Night, Literacy Night, STEM Night, Special Areas Roundup, Book Fair Night, Etc.).	onists, Coaches, Administrators		2 3 6 10	social media platforms, sign in sheets	nights, increased parental awareness and support with student curriculum	
A variety of student clubs will be offered to foster school involvement (i.e., Teach Denton, GEMS, LEAGUE, Choir, Kids Kitchen, Chess, STEM, Color Guard, UIL, Etc.).	Teachers, Club Sponsors	N/A	1 3 6 10	Student participation lists, sign in sheets, social media platform, club documentation	Students feel increasingly engaged with school community, increased student participation in clubs, increased academic performance	
All families will receive ReadyRosie sign-up information to support students' home and school connects in grades K-3.	Teachers, Administrators	N/A	1 2 6 10	ReadyRosie communication/emails, ReadyRosie parent sign-up log, parent-teacher conference sign in sheets	Increased parental support at home, increased parental awareness about student progress, increased student performance at school	
Nine Weeks Jag Jamboree Assemblies will be held for student and teacher recognitions for attendance, classroom/school-wide expectations, participation, exemplary behavior/professionalism, etc.	Teachers, Counselor, Administrators	N/A	1 6 10	Ginnings events calendar, social media platform, recognition documentation	Increased teacher/student engagement from positive recognition, increased attendance, increased positive behavior in classrooms and common	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	ators				areas	
Staff of the Week and Principal Proud recognition will be utilized to honor the efforts, hard work, and commitment provided by our teachers and students.	Administrators	N/A	1 6 10	Staff of the Week bulletin board, social media platform, staff shout out slide at staff meetings, Principal Proud bulletin board	Increased staff engagement from positive recognition, increased staff morale, increased student engagement and positive behavior	
Social Emotional Learning (SEL), Love & Logic, and CHAMPS trainings will be reinforced to build positive relationships with students and to provide teachers and parents with teaching techniques and support.	Counselor	N/A	1 2 3 6 10	Ginnings events calendar, counselor’s professional development plan, campus visual supports	Increased parent/staff/student engagement and improved relationships	
DISD Character Education, Anti-Bully, and SEL programs will be implemented to foster a positive school-wide learning environment.	Counselor	N/A	1 2 3 6 10	SEL lesson plans, Anti-bully month plans, counselor’s schedule	Increased student relationships monitored by reduction in office referrals and counseling interventions	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Communities in Schools (CIS) will be used to support student and family needs.	CIS Coordinator	Ti: \$35,000	1 6 10	CIS Campus Plan	Increased family support resulting in increased attendance and student academic and behavioral performance	
Food4Kids will be established to support student basic needs.	CIS Coordinator	N/A	1 6 10	Food deliveries, student support roster and applications	Increased attendance and student performance	
Tutors, Mentors, and University research programs will be invited to support student academic and social emotional needs.	CIS Coordinator, Counselor, Administrators	N/A	1 2 6 9 10	Tutor/Mentor sign in sheets, Ginnings events calendar, UNT/TWU partnerships	Increased student academic performance, decreased office referrals, increased community involvement with campus stakeholders	
PTA and Volunteers will be invited to support teacher classroom and campus-wide needs.	Teachers, Counselor CIS Coordinator	N/A	1 2 6	Sign in sheets, PTA meetings, Ginnings events calendar	Increased involvement by external stakeholders (PTA/Volunteers), increased teacher support	

WIG 2: Ginnings Elementary School will establish a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2020. This will be evidenced by:

- **Climate and Culture Survey – Increase parent and staff satisfaction by 5% in the areas of academic support and safety & behavior.**
- **Attendance Report – Increase student attendance rate to 97% in all grade levels.**
- **Discipline Data – Decrease student referrals by 10% in all discipline categories.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	or, Administrators		9 10			
Parents and community will be invited to meet with the Administrators to provide feedback that will ensure the overall success of the school.	Administrators Parents Community	TI: \$5,000	1 6 10	Ginnings events calendar, sign in sheets, parent and community meeting agendas, feedback forms, CLT materials	Increased involvement and engagement by parents and community members	

**Texas Education Agency
2019 Closing the Gaps
GINNINGS EL (061901110) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target	36%															
Target Met	Y															
TELPAS Progress Rate	48%															
TELPAS Progress	69															
TELPAS Total	145															
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	1	1
Target Met	Y	N	Y	N	N	Y	N	Y	Y	Y	N	N	N	Y	1	1
STAAR Component Score	47	33	48	51	37	61	33	24	45	47	21	45	47	45		
% at Approaches GL Standard or Above	76%	60%	78%	80%	60%	83%	67%	29%	73%	76%	35%	71%	76%	72%		
% at Meets GL Standard or Above	43%	27%	44%	48%	30%	83%	33%	29%	42%	44%	20%	43%	43%	43%		
% at Masters GL Standard	21%	12%	21%	24%	20%	17%	0%	14%	19%	22%	8%	21%	21%	21%		
Total Tests	726	84	416	194	10	12	3	7	575	263	91	14	581	145		
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	5	9
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
GINNINGS EL (061901110) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators Participation	EL (Current & Monitored) +										Non-Continuously Enrolled	Total Met	Total Evaluated
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)			
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading													
% Participation	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	291	32	167	79	5	4	1	3	232	39	5	227	64
Total Tests	292	32	168	79	5	4	1	3	233	39	5	228	64
Mathematics													
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	291	32	167	79	5	4	1	3	232	39	5	228	63
Total Tests	291	32	167	79	5	4	1	3	232	39	5	228	63

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

- Classroom Walkthroughs & Observations
- District & Zone Assessments
- Campus Curriculum Feedback Forms
- PLC Progress Monitoring Analysis

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">• Teachers are gathering formative assessment data about students• Campus is strong with anecdotal notes and observations• Electronic Forms of data collection• Need for common language within data collection tools	<ul style="list-style-type: none">• Alignment of needs of data collection for DMTSS to classroom data collection• Continued training and alignment for district initiatives

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">• Identify strong data collection tools• Identify criteria for what's needed in data collection tools• More unified training on data collection when conferring and in small group to align with DTMS



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

- Membership records from service providers (EXPO Student List, DLL Student List, RR Student List, Speech Student List, and Dyslexia Student List), Cognos reports, Eschool records, TDPS, Continuing and Non-Continuing Enrollment Report

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">• Training for teachers on how to identify EXPO, dyslexia, etc. What are the criteria for referrals?• LEP well represented in EXPO• Gender well represented in EXPO	<ul style="list-style-type: none">• Assessment tools to better determine dyslexia in LEP students.• Respond to students academic and behavior needs in targeted subgroups.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">• We need to create an analysis tool to track and monitor the progress of our targeted subgroups.• We need to look for and potentially purchase tools that will help us assess dyslexia in LEP students.• We need to find trainings or develop trainings to better equip our teachers with the tools they need to properly assess and refer students to the programs we currently have on campus.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

- Social Media Comments
- C & C Survey
- Staff Survey
- Ginnings Events Calendar
- Sign in Sheets for Events
- Volunteer Hour Log

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>A variety of community events such as:</p> <ul style="list-style-type: none"> ● Popsicles with the Principals ● PJ Winter Reading Night ● Spaghetti dinner and Valentine Dance ● Halloween Dance ● Great American Cleanup ● Stockings for Soldiers ● Recycling Crew ● Fed homeless of Our Daily Bread <p>Improvement of parent involvement at our community and school events.</p> <p>Community Volunteers:</p> <ul style="list-style-type: none"> ● First United Bank ● UNT Football Team ● Pi Beta Phi ● Kappa Kappa Gamma ● Beta Upsilon Chi ● Rocking Readers <p>Developed relationships with Non-profits</p> <ul style="list-style-type: none"> ● Friends of the Family ● Lions Club ● Kiwanis Club ● Keep Denton Beautiful ● Our Daily Bread ● UNT Helping Hands ● Towne North Baptist Church 	<ul style="list-style-type: none"> ● Cultural events ● Language (translator) ● Parent Participation ● Staff Involvement ● Parent Resource/Work/Volunteer Room

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- Increase the P & T in PTA.
- We need to have access to translating devices.
- Parent Resource Room
- Cultural Celebrations/ Activities



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

- Equity Teacher/Student Report
- Teacher Feedback
- Student Needs
- Student Enrollment
- District & State Recommendations

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">● Interventionist Support K-2● Interventionist Support 3-5● Small Groups● WIN Time	<ul style="list-style-type: none">● Continue DMTSS Meetings● Continue SOC Meetings● Cycle of Formative Assessments

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">● Provide training on Formative Assessment Cycle.● Continue DMTSS and SOC Meetings.● Continue to strengthen Tier 1 instruction in 3-5 by utilizing Coaches and Interventionists.
--



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

- Climate and Culture Survey
- Discipline Referrals
- Attendance Data

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">● Provided staff and student recognition initiatives● Social Media Platforms for PR● Enhanced community partnerships for student and staff support	<ul style="list-style-type: none">● Staff and Student Attendance● Provide restorative practice (SEL) training● Universal breakfast to support social emotional learning

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">● Monitor attendance via TDPS and proactively respond to absentee issues.● Provide training and support from district personnel for campus behavior techniques .● Establish clear expectations for Office Referrals and discipline actions. Use Educators Handbook to be able to document referrals. Create a positive system to encourage good behavior.



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

- Climate and Culture Survey
- Mid-year Staff Feedback Form
- T-TESS Observations and Conferences

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">• Office staff retention rate• Special support retention rate• Bilingual staff retention rate	<ul style="list-style-type: none">• Assign mentors to first year and new to campus teachers and provide support• Lesson observations with experienced grade-level teachers and coaches

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">• Assign mentors to first year and new to campus teachers.• Lesson observations with experienced grade-level teachers and coaches
--

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

- | |
|--|
| <ul style="list-style-type: none">● District & Zone Assessments● STAAR Assessment● TELPAS Assessment● Accountability Rating System Reports● Formative Assessment and Progress Monitoring Tools |
|--|

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">● Teachers work directly with coaches for Tier I & II planning	<ul style="list-style-type: none">● Reading levels in lower grades (monolingual) need improvement

<ul style="list-style-type: none">• Data is collected and an action plan is implemented• Data shows gains with our Bilingual / Dual Language Program	<ul style="list-style-type: none">• 3-5 Math Data has decreased• Address the needs of targeted subgroup
---	--

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">• Increase percentage of Special Education Students passing STAAR• Continue developing Tier 1 practices in order to continue overall passing rates• Continue full time coaches on campus
--



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

- Mid-year feedback form
- District technology survey
- Teacher request / work orders

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">● Students have access to devices● A variety of technology resources are being implemented in the classroom● Internet reliability has been much better this school year	<ul style="list-style-type: none">● 1 to 1 chromebooks● Need more Spanish Apps for all content areas● Quality headphones for students

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">● 1 to 1 chromebooks● Need more Spanish Apps for all content areas● Quality headphones for students



Summary of Priority Needs

Demographics...

- We need to create an analysis tool to track and monitor the progress of our targeted subgroups.
- We need to look for and potentially purchase tools that will help us assess dyslexia in LEP students.
- We need to find trainings or develop trainings to better equip our teachers with the tools they need to properly assess and refer students to the programs we currently have on campus.

Student Achievement...

- Increase percentage of Special Education Students passing STAAR
- Continue developing Tier 1 practices in order to continue overall passing rates
- Continue full time coaches on campus

School Culture and Climate...

- Monitor attendance via TDPS and proactively respond to absentee issues.
- Provide training and support from district personnel for campus behavior techniques .
- Establish clear expectations for Office Referrals and discipline actions. Use Educators Handbook to be able to document referrals.
Create a positive system to encourage good behavior.

Staff Quality, Recruitment and Retention...

- Assign mentors to first year and new to campus teachers.
- Lesson observations with experienced grade-level teachers and coaches

Curriculum, Instruction, and Assessment...

- Identify strong data collection tools
- Identify criteria for what's needed in data collection tools

- More unified training on data collection when conferring and in small group to align with DTMSS

Family and Community Involvement...

- Increase the P & T in PTA.
- We need to have access to translating devices.
- Parent Resource Room
- Cultural Celebrations/ Activities

School Context and Organization...

- Provide training on Formative Assessment Cycle.
- Continue DMTSS and SOC Meetings.
- Continue to strengthen Tier 1 instruction in 3-5 by utilizing Coaches and Interventionists.

Technology...

- 1 to 1 chromebooks
- Need more Spanish Apps for all content areas
- Quality headphones for students

Campus Leadership Team (CLT)

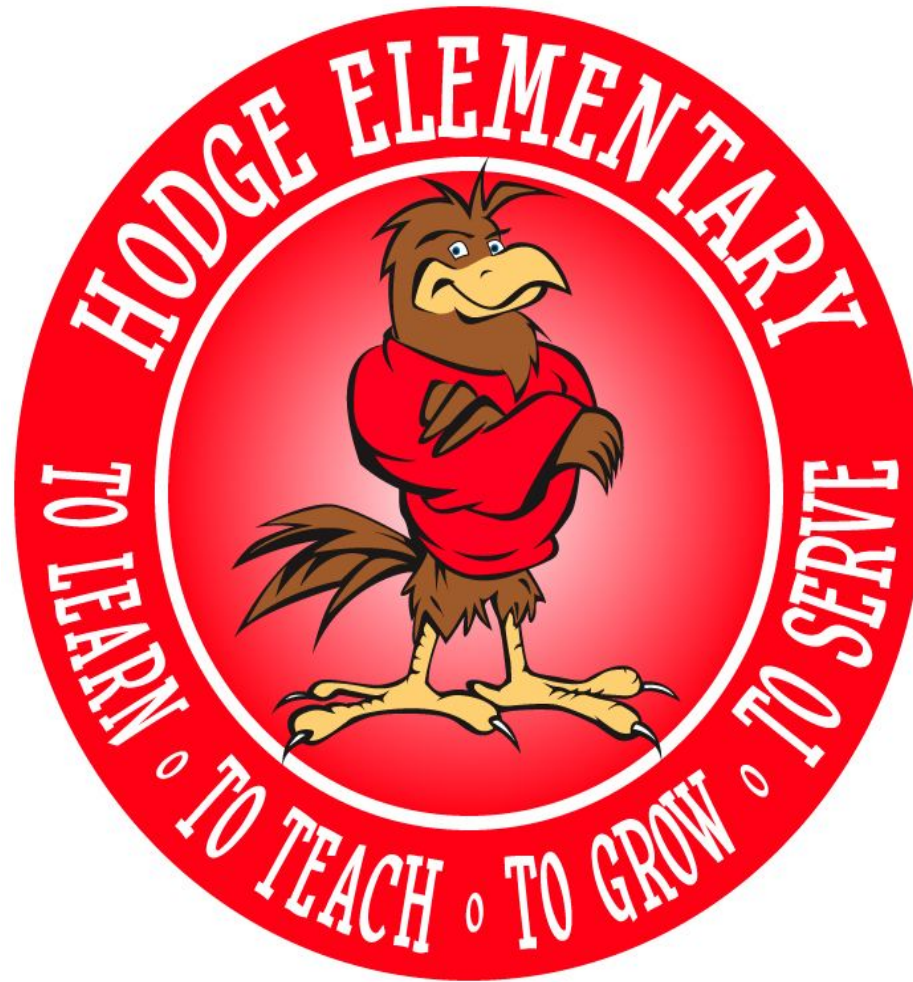
CLT Members

Role	Name
Teacher	Allyson Wood (2nd year)
Teacher	Sendi Blanco (1st year)
Teacher	Brenda Kcomt (2nd year)
Teacher	Andrea Byars (1st year)
Teacher	Ingrid Gonzalez (1st year)
Teacher	Devon Phelps (1st year)
Teacher	Safond Tarver (2nd year)
Campus-Based Non-teaching Professional	Claudia Calvo (2nd year)
Campus-Based Para or Operations Staff Rep	Tandie Spurrier (1st year)
District-Level Professional	Erin Staniszewaki (2nd year)
Parent Rep	Amanda Booze (1st year)
Parent Rep	Jennifer Wells (2nd year)
Community Rep	Audrey Staniszewski (2nd year)
Community Rep	Thelma Yates (2nd year)
Business Rep	Missey Chavez (2nd year)
Business Rep	Mike Vance (2nd year)

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
October 22, 2019	3:30-4:30	Library
January 28, 2020	3:30-4:30	Library
March 24, 2020	3:30-4:30	Library
April 28, 2020	3:30-4:30	Library
TBD	3:30-4:30	Library

Hodge Elementary



Campus Improvement Plan 2019-20

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- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
 - 1: Student/Stakeholder Engagement
 - 2: Student Achievement
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes & Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Teach · Learn · Grow · Serve

School Vision

Lifelong learners and engaged citizens empowered to positively impact their local and global community.

School Values

We treat all students with dignity and respect by providing students with appropriate learning tasks.

We have high expectations for student behavior at school and teach them how to have positive social relationships.

We all are on a path toward continuous improvement-individually and collectively.

We use assessment practices that ensure our students take ownership of their learning: learning targets, strong/weak work, clear criteria for success, self-evaluation, etc.

We close achievement gaps by ensuring our students make more than 1 year of growth by providing high-quality tier one instruction and targeted interventions.

WIG 1: Improve school culture and climate for learning and teaching as evidenced by increased attendance, fewer office referrals, and improved Culture and Climate Survey results.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Host a perfect-attendance assembly every 9-weeks to motivate students to attend school daily.	Administration	Tl: \$500	1 2 6 7 10	Calendars Awards given to students	Increase in attendance rates. Increase in number of students participating in assemblies	May 2020
Send automatic email/phone call for parents when a student misses a day of school.	E-school, Receptionist		1 2 6 7 10	Attendance reports	Decrease in the number of students who are absent for consecutive days.	May 2020
Teachers will call parents of students who have missed 3 consecutive days of school.	Teachers		1 2 6 7 10	Phone logs	Decrease in the number of students who are absent for consecutive days.	May 2020
Hire staff to communicate effectively with the dominant language groups represented at Hodge.	Administration		1 2 6 7 10	School staff roster	Number of bilingual families participating in school events. Participation in additional parent training events	May 2020
Provide our students and their families with outreach resource support to increase student achievement and connectivity to the school.	Administration; counselor; parent liaison; CIS Coordinator	Tl: 0	1 2 6 7 10	Food For Kids CIS program Play Therapy Counseling Community Resources University Interns Ready Rosie	Surveys RTI Feedback Bully Prevention Data	May 2020
Ensure extra-curricular activities and groups that serve to support our vision of a collaborative learning	All Hodge stakehol	Tl: 0	1 2 6	Student Council; Student Recycling Team; CIS after school	Increased Student Achievement Increased Student	May 2020

WIG 1: Improve school culture and climate for learning and teaching as evidenced by increased attendance, fewer office referrals, and improved Culture and Climate Survey results.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
community that nurtures the achievement of ALL.	ders		7 10	program; Back to school bash; Celebration of Learning; Winter Wonderland; STEM Club; Language Clubs; Choir	Progress Closing the Achievement GAP Campus Data	
Assistant Principal will identify chronically absent students and create plans with families to ensure they get to school daily.	Administration	Tl: 0	1 2 3 4 5 6 7 8 9 10	contracts	Decrease in chronically absent students	May 2020
Implement STEAM clubs on Fridays to reward student engagement and increase students' feeling of connectedness to the campus.	Andrea Hare	\$876	1 2 3 4 5 6 7 8 9 10	STEAM Schedules	Decrease in chronically absent students. Decrease in student behavior concerns.	May 2020
Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready.	Armanda Austin (Counselor)	Tl: 0		Master Schedule, Lesson Plans, Walk-Throughs	Decrease in chronically absent students.	May 2020
Include parent meetings that address the importance of attendance to Meet the Teacher Day,	Andrea Hare	Tl: 0		Meet the Teacher Agendas; Meet the Teacher Presentations	Decrease in chronically absent students.	May 2020

WIG 1: Improve school culture and climate for learning and teaching as evidenced by increased attendance, fewer office referrals, and improved Culture and Climate Survey results.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
and provide electronic resources for parents as well						
Full time behavior interventionist to support students with their behaviors and social adjustment needs	Joseph Guillen	30,000		Student Sign In Logs, Student Reflection Sheets	Decrease in office referrals.	May 2020
Reset room to prepare students emotionally and physically to be able to participate successfully in the classroom	Andrea Hare	\$1000	1 2 4 8 9 10	Student Sign In Logs	Decrease in office referrals.	May 2020
Ongoing PD for teachers and other staff members on how to help students who have experienced ACEs feel connected, competent, and in control.	Armandina Austin			Agendas	Increase in Campus CLimate and Culture Survey Results Decrease in office referrals.	May 2020
Meet with individual teachers each 9 weeks to further develop relationships, clarify expectations and provide support, and communicate appreciation.	Andrea Hare, Rachel Hix			Calendar Invites Spreadsheet of minutes	Increase in Campus CLimate and Culture Survey Results	May 2020

WIG 2: Increase Meets Grade Level by 20% points on all STAAR Tests by improving Tier I instruction, interventions, and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reading Interventionists will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.	Reading Interventionists (Julie Ward, Belkis Mitter, & Colleen Moore RR) as monitored by administration.	TI: \$71,807 FTEs: 1.5 SCE: \$90,000 FTEs: 1.5	1 2 3 4 5 6 8 9 10	Common Assessments Aware eSTAR Pre-MTSS Agenda MTSS Agenda Lesson Plans WIN plans School & Literacy Libraries	STAAR results DRA: BOY/MOY/EOY Data (common assessments)	May 2020
Math interventionist will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.	Math Coach/ Interventionist (Pam Hurst) as monitored by administration.	SCE: \$60,000 FTEs: 1.0	1 2 3 4 5 6 8 9 10	Common Assessments Problem Solvers per six weeks Pre-MTSS Agenda MTSS Agenda Math Closet WIN Plans	STAAR results Problem Solving Initiative Data (common assessments) KR Data	May 2020
Campus Intervention Specialists will provide support for students and teachers as appropriate based on collected data to increase student progress, close the achievement gap, and support the dual language program.	Campus Interventionists (Zulma Mojica) as monitored by administration.	SCE: \$71,807 FTEs: 1.0 TI: \$30,000	1 2 3 4 5 6 8 9 10	Common Assessments Pre-MTSS Agenda MTSS Agenda Dual Language Agenda	STAAR results SELI results TELPAS LPAC EOY Documentation	May 2020

WIG 2: Increase Meets Grade Level by 20% points on all STAAR Tests by improving Tier I instruction, interventions, and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Open Hodge Summer Library to students and parents to promote continuous reading and maintain student reading progress. Increase attendance through call-outs, incentives, and special events included.	Colleen Moore; Deanna Seigler	TI: \$1,000	1 2 3 4 5 6 7 8 9 10	Attendance totals Library book checkout totals	Reading inventory results (K-6) STAAR results	May 2020
Introduce a book of the month read aloud to all classrooms for teachers to model high-level thinking strategies while also encouraging a common thematic message each month.	Academic coaching team Classroom teachers	TI: \$0	1 2 3 4 5 6 7 8 9 10	Lesson plans Walk-through data	Figure 19 STAAR results	May 2020
Purchase effective research-based materials and technology in Math, Science and Literacy to target specific standards in which students struggle, including: Chromebooks, books, Mentoring Minds materials, software programs, and manipulatives. *Addresses missed system safeguard.	Principal and academic coaching team	TI: 0	1 2 3 8 9 10	Common Assessments MTSS Agendas WIN plans Small Group Intervention Lesson Plans All in Learning Data Walk-through data Assessment data	STAAR results Skills Based Report DRA assessments; BOY, MOY & EOY	May 2020

WIG 2: Increase Meets Grade Level by 20% points on all STAAR Tests by improving Tier I instruction, interventions, and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide subs for on-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor. *Addresses missed system safeguard.	Administration	TI: 5,000	1 2 3 4 5 8 9 10	Campus Staff Development Plan Local Conferences EdLeave Number Talks Lead 4Ward	Student Assessments Formative and Summative results Teacher Surveys	May 2020
Purchase additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses.	NNAT tests	TI: 1000.	1 2 3 4 5 9 10	NNAT scores	SPED Referral rates	May 2020
All students will use data from district and grade level common assessments to update and revise their personal Reading, Math, Science, and Writing goals.	Literacy coaches and classroom teachers.	TI: 0	1	Reading and Writing goals reviewed and revised per six weeks	EOY of ELI/SELI STAAR results	May 2020
Staff and students need additional and updated technology (chromebooks) to support their everyday work	Andrea Hare	TI: 8000				May 2020
Ongoing PD to support the implementation of Lucy Calkins Units of Study as well as the new TEKS	Coaches and Interventionists	TI: 0		Campus Development Plan	Assessment Results	May 2020

WIG 2: Increase Meets Grade Level by 20% points on all STAAR Tests by improving Tier I instruction, interventions, and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Ongoing PD to support use of Assessment for Learning strategies, specifically self assessment and feedback.	Andrea Hare, Rachel Hix	TI: 0		Campus Development Plan	Assessment Results	May 2020
Ongoing PD to support two-way Dual Language school implementation, specifically for PreK, 2nd, and 3rd grades and new staff members.	Andrea Hare, Rachel Hix	TI: 0		Campus Development Plan	Assessment Results	May 2020
Ongoing PD to support goal driven, evidence fueled PLCs to increase student achievement.	Andrea Hare, Rachel Hix	TI: 0		Campus Development Plan	Assessment Results	May 2020
Provide additional access to books, specifically Spanish books.	Deanna Seigler	TI: 0				May 2020
Student Intervention Materials	Coaches and Interventionists	TI: 7,000		WIN Plans	Assessment Results	May 2020

**Texas Education Agency
2019 Closing the Gaps
HODGE EL (061901105) - DENTON ISD**

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target	36%															
Target Met	Y															
TELPAS Progress Rate	45%															
TELPAS Progress	111															
TELPAS Total	248															
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	1	1
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	1	1
STAAR Component Score	47	36	43	58	33	80	-	50	44	44	26	36	46	49		
% at Approaches GL Standard or Above	79%	74%	77%	85%	67%	100%	-	80%	77%	77%	55%	63%	79%	80%		
% at Meets GL Standard or Above	42%	24%	38%	54%	33%	80%	-	40%	38%	39%	16%	33%	41%	45%		
% at Masters GL Standard	20%	11%	14%	34%	0%	60%	-	30%	17%	15%	8%	13%	19%	23%		
Total Tests	748	46	467	217	3	5	-	10	609	422	80	24	616	132		
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	8	9
Target Met																
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
HODGE EL (061901105) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	294	19	182	84	1	2	-	6	239	164	30	9	233	61	233	61
Total Tests	294	19	182	84	1	2	-	6	239	164	30	9	233	61	233	61
Mathematics																
% Participation	100%	100%	99%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	293	19	181	84	1	2	-	6	239	164	30	9	232	61	232	61
Total Tests	294	19	182	84	1	2	-	6	239	164	30	9	233	61	233	61

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

NearPod mid-year survey;
Data and anecdotal conversations from PLC;
ELI and SELI, STAAR Simulation, STAAR data;
Walk through notes

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Book of the Month Initiative	Spanish books added to Book of the Month selections
Learning Targets	More Access to books
Strong and Weak work with criteria	PD on Self Assessment Strategies with Assessment for Learning
Lucy Calkins Reading and Writing Units of Study	PD on Feedback Strategies with Assessment for Learning
Lucy Calkins Reading and Writing Units of Study	Preparing a Social environment where students are ready to receive feedback from others (parent/teacher)
Mega Labs to sharpen our skills in teaching Reading and Writing	Bilingual resources for Lucy Calkins
Texas Lesson Study in 2nd, 3rd, and kinder	Resources from curriculum for ELAR TEKS that are not taught using Lucy Calkins Units of Study in Reading and Writing
	More time and resources for reading and writing intervention
	Report card assessments that are aligned to curriculum resources
	One database that houses all assessment data for students including report assessment data.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

In summary, we have determined there is a need for increasing student access to books, especially books in Spanish; professional development in the areas of Assessment for Learning and Lucy Calkins (including preparing the social environment); additional resources to support new TEKS, Lucy Calkins, and intervention.



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Enrollment Data Staff Roster STAAR summary reports IEP/504 Data CLT/Teacher observations
--

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Bilingual Staff ACE / CIS Program The overall racial/ethnic demographics of staff are similar to the racial demographics of students. One-way dual language program is highly effective. Two-way dual language program to include all classes K-2.</p>	<p>Large percentage of the student population is economically disadvantaged leading to a large percentage at risk. Over half do not have English as a first language. Need more staff to provide services and smaller teacher/student ratios. Need staff to serve bilingual special education students and bilingual dyslexic students. Need additional staff to teach and intervene with behaviors and social adjustment difficulties.</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

As a Title 1 campus, Hodge has a large percentage of at risk and limited english learners that require more intervention to be successful. The emotional demand on teachers is incredibly high and we continue to need additional staff in an effort to alleviate the added stress. Grants could be sought out to supplement Title 1 funding.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

PTA Enrollment
Volunteer Hours
Family Engagement Nights
Parent electronic communication
District Parent and Teacher Surveys
Hodge Calendar
Community Service Agencies and Support Services

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Communities in Schools/ACE Program	Parent Communication
Denton Food Bank	Lice Prevention
Clothing Closet	Full time Attendance Clerk
Altrusa	Full time Social Worker
Celebration of Learning, Winter Wonderland	
Village East Tutoring	
Parent Child Relationship Training	
Baile Folklorico	
Food for Kids	
Turkey Dinners	
Christmas Packages	
Drama Kids	
Summer Library	
STEM Club	
Book Mobile	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

The campus needs in this area include increased parent communication and additional staff to support students and their families, such as a full time attendance clerk and a full time social worker.



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Teaming / Planning Time
Duty Rosters
Support Services
Professional Development
Surveys
STAAR scores
ELI/SELI scores
TELPAS scores
Staff survey

Master Schedule
RTI

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Keeping good teachers	Custodial needs
Teachers enjoy their jobs	Communication
Using student data during PLCs	Bilingual resources
Student expectations	Enhance the rigor of the curriculum
Designated PLC time for grade level teams	Build time into master schedules and school structure to allow time for teachers to drive their own professional development through MegaLabs and/or Lesson Studies
WIN time built into master schedules	Spaces for students to prepare emotionally and physically for the classroom. Sensory Paths built inside/outside of the school for students to use as needed for emotional/attentional breaks.
Morning Recess for students	FB page - more actively communicate positive messages about school successes
RISE Lessons	Morning duty schedule - morning recess, but without teacher obligation for duty

STEAM Clubs, Reflection Sheets tied to behavior	Grandparents/Volunteer Club
	Outdated carpet murals need to be replaced--Mr. Gomez has an idea to replace with a painted mural with a wordle "Hodge is..."

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Reset spaces for students to prepare emotionally and physically to participate successfully in class. Increased positive visibility on social media to promote the success of our school. Continued refreshing of our building, such as replacing the carpet mural.



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Staff survey, CLT member observations

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
We have high expectations for all students. <ul style="list-style-type: none"> ● RISE Time ● Restorative Practices ● Teachers are targeting students' social emotional needs. 	Continued training needed for working with students in poverty, specifically with those who have experienced ACEs.
We believe all students can learn, and we teach that way.	Two way Staff and administration communication.
We know the Hodge Motto and Mission	Overall cleanliness of the school.
We have added afterschool interest clubs for students.	Activities to promote student pride.
We offer several evening programs to celebrate learning and enrich academics and culture.	Improved communication with families.
	More teachers/personnel are needed to use their strengths to offer more interest clubs.
	Social environment so students are prepared to accept feedback from others (teacher, other students)
	Appreciation

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Hodge serves a high number of at-risk students, which requires a lot of emotional and physical attention from staff. To help meet students' needs additional training on strategies for working with students who have experienced ACEs is needed. Additionally, strategies to develop school pride, appreciation for others, and finding joy in everyday work need to be intentionally employed with students and staff.



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Teacher Records
Teacher self assessments
Professional Development Data
Walk throughs
T-TESS evaluation data
Staff survey

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Students know what they are learning.	Teachers need additional training on self assessment and feedback to enhance the Assessment for Learning strategies..
Teacher-student interactions are positive.	Special Education staff who speak Spanish.
Teachers know the school’s mission and motto.	Training in Technology.
Teachers believe they are effective. Teacher Leader meetings are very informative.	Grade level teams should work as PLCs to collaboratively plan instruction using data, research based best practices, and teacher expertise. Goal driven, data fueled.
Grade level PLCs are strong and work with common goals for students.	Effective use of WIN time with all available resources used.
When needs are communicated to administration, they are addressed quickly.	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

The school needs to support PLC work by ensuring that it is goal driven and data fueled, continue to emphasize support for bilingual students with special needs, and provide resources for WIN.



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

NearPod Mid-Year Teacher Survey; STAAR Simulation Scores; ELI/SELI Data -
Kinder/English: increased on-level and decreased at-risk students BOY to MOY. First/English: increased on level but still more success with at-risk student. Second/English - Reduced number of at risk students but need improvement for reaching on-level students. Kinder/SELI: Increased on level and decreased at risk students BOY MOY. First/SELI: Increased on level but decreased at-risk students. Second/SELI: Decreased at risk students but increased

on-level student.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Students feel in control of their learning with the choices they are given.	More self-created criteria, so that way students have a self-made goal and self-assess.
More access to books will improve scores and reading levels	Still need more books (level F in english and more options in spanish)
Learning Targets, Strong and Weak Work with Criteria	Self Assessment, Feedback, Social environment for preparing students to be ready to accept feedback from others (teacher, other students)
	Increased percentage of “Meets” across all grade levels and all subject areas.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

In summary, we have identified a strong need for improvement in the area of “Meets” across all grade levels and subject areas.



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adapt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Staff survey, Bright Bytes Survey, Walk-Through Data, Observations
--

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Additional technology is being implemented in appropriate classrooms, including interactive whiteboards/projectors.	Continued training on how to use technology during lessons to boost engagement.
Additional Chromebooks are coming to certain grade-level classrooms from the district initiative.	Need more chromebooks for students to be able to use easily to enhance learning.
A committee was dedicated to creating a vision for Hodge technology	Find ways to provide better access to technology for students at home.
	Find ways to supplement technology communication for low-income families who lack necessary hardware.
	Staff need chromebooks (some need updated chromebooks) to do their PLC, MTSS work and instructional planning.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning. We need to increase and update our available technology for students and teachers.



Summary of Priority Needs

Curriculum, Instruction, and Assessment...

In summary, we have determined there is a need for increasing student access to books, especially books in Spanish; professional development in the areas of Assessment for Learning and Lucy Calkins (including preparing the social environment); additional resources to support new TEKS, Lucy Calkins, and intervention.

Demographics...

As a Title 1 campus, Hodge has a large percentage of at risk and limited english learners that require more intervention to be successful. The emotional demand on teachers is incredibly high and we continue to need additional staff in an effort to alleviate the added stress. Grants could be sought out to supplement Title 1 funding.

Family and Community Involvement...

The campus needs in this area include increased parent communication and additional staff to support students and their families, such as a full time attendance clerk and a full time social worker.

School Context and Organization...

Reset spaces for students to prepare emotionally and physically to participate successfully in class. Increased positive visibility on social media to promote the success of our school. Continued refreshing of our building, such as replacing the carpet mural.

School Culture and Climate...

Hodge serves a high number of at-risk students, which requires a lot of emotional and physical attention from staff. To help meet students' needs additional training on strategies for working with students who have experienced ACEs is needed. Additionally, strategies to develop school pride, appreciation for others, and finding joy in everyday work need to be intentionally employed with students and staff.

Staff Quality, Recruitment and Retention...

The school needs to support PLC work by ensuring that it is goal driven and data fueled, continue to emphasize support for bilingual students with special needs, and provide resources for WIN.

Student Achievement...

In summary, we have identified a strong need for improvement in the area of “Meets” across all grade levels and subject areas.

Technology...

We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning. We need to increase and update our available technology for students and teachers.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Amy Wilson
Teacher	Jade Dennis
Teacher	Esmeralda Gamez
Teacher	Melissa Barrera
Teacher	Leah Rogers
Teacher	Payton Andress
Teacher	Emily Barkley
Teacher	Brian Gomez
Campus-Based Non-teaching Professional	Pam Hurst
Campus-Based Para or Operations Staff Rep	Kathy Patrick
District-Level Professional	Julie Zwahr
Parent Rep	Adriana Garcia
Community Rep	Linda Blucker
Community Rep	Lisa Carrell
Business Rep	Perry Patrick

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
October 17, 2019	3:30 pm	Hodge Library
January 23, 2020	3:30 pm	Hodge Library
February 20, 2020	3:30 pm	Hodge Library
March 19, 2020	3:30 pm	Hodge Library
April 16, 2020	3:30 pm	Hodge Library
May 21, 2020	3:30 pm	Hodge Library

Pecan Creek Elementary



Campus Improvement Plan 2019-20

Table of Contents

- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Learning Together, We All Grow

School Vision

We believe that all students have unique potential for learning and succeeding in an ever-changing global society. We will support their social, emotional, and academic growth in a safe, respectful environment.

School Values

- Creativity: "We will model creative thinking and honor the creativity we see in students' work."
- Leadership: "We will create opportunities for students to learn and practice authentic leadership skills."
- Curriculum Development: "We will model high expectations for learning and involve students in their own learning decisions."
- Positive Relationships and Advocacy for Others: "We will honor students who exemplify helpful, supportive actions toward others."
- Character Development: "We will model and promote positive character traits in order to promote unity, collaboration, and success."
- Diversity and Equity: "We will promote cultural awareness, acceptance, and equity."
- Resiliency: "We will promote and honor a culture of effort, hard work, and resiliency."

WIG 1: By June 2020, Pecan Creek Elementary will decrease the percentage of students requiring supplemental interventions by 5% through aligning instructional and assessment practices horizontally and vertically.

Leads/Action Steps	Person(s)	Fund/\$/FT Es	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continued implementation of AFL strategies	Teachers, Administrators			Walk through and evaluation data, formative and summative assessment data, PC Grows, connected to Units of Study	Data from common assessments, walkthroughs, PC Grows PD, TTESS Goal setting and observations, engagement in conferring and goal setting.	Complete - May 2020
Professional development in core-content areas	Administrators, Teachers, District Personnel	TI: \$25,000		Agendas, walk through and evaluation data, formative and summative assessment data, Vertical Teams, Ryan Zone Vertical PD throughout the year- PC Grows	Implementation of learned skills, knowledge, and strategies in the instructional environment	Complete - May 2020
Monthly meetings to discuss students of concern and students new to the campus	Administrators, Interventionist, Attendance, Nurse, Counselor, BE/ESL Coach			Meeting minutes and RTI forms, ESTAR and DMTSS	Students are appropriately placed and receive appropriate/necessary services within six weeks of identification	Complete - May 2020
PLC meetings to analyze student performance data in order to inform instruction and interventions	Administrators, Teachers, Interventionists , BE/ESL Coach			PLC agendas and minutes, Vertical PLC Meetings	Increased student performance on local and state assessments	Complete - May 2020
Provide math intervention to fill gaps in prior knowledge Provide K-2 Intervention for Math and Reading <i>Supports closing achievement gap</i>	Interventionists	TI: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 0.5		Intervention data and anecdotal notes, ESTAR documentation, assessments	Increased student performance on local and state assessments	Complete - May 2020
Provide reading intervention and literacy groups to fill gaps in prior knowledge Provide K-2 Intervention for Math and	Interventionists , RR, DLL	TI: \$30,000 FTEs: 0.5 SCE: \$30,000		Intervention data and anecdotal notes	Increased student performance on local and state assessments	Complete - May 2020

WIG 1: By June 2020, Pecan Creek Elementary will decrease the percentage of students requiring supplemental interventions by 5% through aligning instructional and assessment practices horizontally and vertically.

Leads/Action Steps	Person(s)	Fund/\$/FT Es	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reading RR and Literacy Groups		FTEs: 0.5				
Provide appropriate interventions for all student groups, specifically BIL students Monthly meetings with BIL interventionists to discuss	Teachers, BE/ESL Coach, Interventionists	TI: \$10,000		Intervention data and anecdotal notes DL PLC Vertical DL Literacy PLC DMTSS	Increased student performance on local and state assessments	Complete - May 2020
Ryan Zone created common assessments with coaches and interventionists. Collaboration amongst other Ryan Zone Elementary schools.	Teachers, Administrators, Coaches, Interventionists			Common Assessment Data, DMTSS, PLC Meetings, and Vertical Teams	PLC, DMTSS and Tier I instruction improvement, performance on CA's versus STAAR Sim and STAAR	Complete - May 2020
Monthly vertical team meetings to align instructional best practices and integrate formative assessment strategies in grades K-5, Including DL Vertical teams	Administrators, Teachers, Interventionists			Vertical team portfolios, Tier I instruction planning documentation, Tier II intervention in classroom planning documentation	Increased student performance on local and state assessments	Complete - May 2020

WIG 2: By June 2020, Pecan Creek Elementary will establish a safe and positive social, emotional, and academic culture on campus through events and programs to encourage collegiality, creativity, compassion, innovation, and collaboration.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Offer a variety of co-curricular and extracurricular events	Teachers, Administrators, Interventionists		1, 6, 10	Number of offerings Dot Day, Kindness Matters, Restorative Practices, Start With Hello Week	Participation in events	Completed- June 2020
Increase parent involvement through communication, meetings, and events	Teachers, Administrators	TI: \$1,551	6	Sign-in sheets, attendance at events, bilingual communication, social media, weekly parent newsletters, DL PTA discussion, DL Orientation, Grandparents Day, Thankful for Families Neighborhood Tour, PTA meeting with teachers to collect information for attendance and growth	Increase in the number of PTA members and an increase in the number of volunteer hours, number of parents at events, social media impact numbers, and number of people receiving newsletters and calls	Completed- June 2020
Implement project-based, STEM based and inquiry-based learning	Teachers, Administrators, BE/ESL Coach	TI: \$25,000	1, 2, 3, 4, 5, 6, 10	Walk through data and student portfolios- SeeSaw, Monthly STEAM challenges, Restorative Practices, Dot Day, Workshop Model, STEM Library Challenge, Mad Science Program	Increased student performance on local and state assessments	Completed - May 2020
Continue to promote positive health and wellness for students	Teachers, Nurse, Counselor		2, 10	Campus physical education program, DISD track meet, health lessons, Field Day, GOAL, Mental Health through Restorative Practices and Events	Number of lessons offered and number of participants in events	Completed - May 2020
Provide monthly character-education themes and lessons	Counselor		2, 10	Guidance lessons and student participation in events	Number of student submissions for the "Pecan Creek Kid of Character"	Completed- May 2020
Provide opportunities for students to experience and engage in real-world	Teachers, Administrators,	Campus Funds-	1, 2	Field trips, assemblies, learning activities	Students will be able to connect real-world learning	Completed- May 2020

WIG 2: By June 2020, Pecan Creek Elementary will establish a safe and positive social, emotional, and academic culture on campus through events and programs to encourage collegiality, creativity, compassion, innovation, and collaboration.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
learning experiences	Counselor	Fundraisers			experiences to curricula	
Provide technology resources for teachers and students	Administrators, Teachers	TI: \$10,000	1, 2	Utilization of technology resources in classrooms	Students will be able to utilize technology to create, innovate, and collaborate	Added 10 additional chromebooks on campus, purchase of technology resources: Brain Pop, etc Ongoing
Provide monthly technology integration professional development for teachers	Instructional Technology Specialists, Teachers, Administrators		1, 2, 3, 4, 5	Monthly professional development offerings focused on curriculum	Teacher attendance and sign-in sheets	1st Tuesday of every month Completion- May 2020
Strive to maintain a safe and positive campus culture that promotes high standards of academic achievement	Teachers, Administrators, Counselor		1, 2, 5, 6, 10	CHAMPS, character education programs, PTA-sponsored programs, restorative practices at every staff meeting, high 5's, celebration days and meetings, campus hangouts, weekly positive reinforcement walkthrough schedule	Positive responses on stakeholder surveys	Complete - May 2020

**Texas Education Agency
2019 Closing the Gaps
PECAN CREEK EL (061901116) - DENTON
ISD**

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target	36%															
Target Met	Y															
TELPAS Progress Rate	44%															
TELPAS Progress	67															
TELPAS Total	151															
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	1	1
Target Met	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	1	1
STAAR Component Score	55	53	45	63	33	70	78	60	45	43	41	48	56	53		
% at Approaches GL Standard or Above	84%	77%	77%	89%	100%	96%	100%	88%	76%	76%	69%	78%	85%	78%		
% at Meets GL Standard or Above	52%	52%	40%	63%	0%	63%	100%	52%	39%	36%	36%	44%	53%	52%		
% at Masters GL Standard	29%	30%	19%	36%	0%	52%	33%	40%	21%	18%	18%	22%	29%	30%		
Total Tests	887	116	339	349	3	52	3	25	340	243	97	32	672	215		
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	11	12
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
PECAN CREEK EL (061901116) - DENTON
ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	345	43	129	138	1	23	1	10	133	97	41	12	256	89	89	89
Total Tests	345	43	129	138	1	23	1	10	133	97	41	12	256	89	89	89
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	345	43	129	138	1	23	1	10	133	97	41	12	256	89	89	89
Total Tests	345	43	129	138	1	23	1	10	133	97	41	12	256	89	89	89

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

UbD Units; Standards-Based Curriculum Resources; Lesson Plans; Differentiation Strategies; Professional Development Offerings (Campus and District); Scope and Sequence; Common Assessment Data (Formative and Summative); Report Card Assessments; Technology Integration; Vertical Team Portfolios; PLC Minutes

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Differentiating instruction based on the needs of the specific learners; Clarifying learning targets so all students know their goals; Working with students to track their individual progress towards the attainment of goals; Implementation of best practices recommended by the campus and district; Increased integration of technology	Additional time to plan and create assessments and intervention with interventionists including flexible scheduling that is conducive to all student needs. More technology PD for staff and students.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We will continue to implement monthly vertical team meetings to look at formative and summative assessment data to guide our instructional practices. Teachers and the ITS team will continue to provide professional development on technology integration and district/campus initiatives. Professional development will be funded through the campus budget. Intervention will be funded through SCE funds and Title 1 funds.



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Campus Enrollment Data; Special Education Numbers; Section 504 Numbers; EXPO Numbers; Race/Ethnicity Data; At-Risk Numbers; Socioeconomic Data; Attendance Data; Student-Teacher Ratios

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the

data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Representation of minority faculty and staff; Stability of diverse enrollment; Two-way dual language program; Inclusive of all demographic groups; A variety of clubs/organizations tailored to diverse student population; we need to focus on our Asian subpopulation and our two-or-more subpopulation to ensure they meet the standard set by the state for their particular demographic group.</p>	<p>Improve support and foundation for dual language students. Continue to strive to improve the home-school connection</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We will continue to evaluate our co-curricular and extra-curricular offerings to ensure inclusiveness of all student groups. We will continue to accommodate a club schedule on Friday to ensure all students in grades 3 -5 get to participate in a club. Additionally, we will continue to evaluate the effectiveness of our parent involvement events, during and after school, to increase the home-school connection. We will focus on our our dual language subpopulation to ensure they meet the standard set by the state for their particular demographic group through reading, writing, math, and science intervention.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Volunteer Logs; Faculty Surveys; Participation in Parent-Involvement Events; Community Partnership Data; Parent Surveys; PTA Meeting Agendas and Minutes

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Numerous volunteer hours logged; Large turn-out at after-school events; Counselor involvement with local organizations to meet students' needs; Large parent involvement in organizing and facilitating cultural awareness events	Continue our effort to involve all cultures in parent-involvement events; Continue efforts to raise cultural awareness with our student population

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We will continue to work collaboratively with parents and staff members to determine the best ways to provide opportunities to raise cultural awareness. We will gather data at the end of each school year to evaluate our parent-involvement events to make them relevant and beneficial to the families we serve.



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Master Schedule; Duty Schedule; Safety Plan; Faculty and Staff Guidelines; Teacher Evaluation Systems; Schoolwide Safety Plan

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Student data is analyzed at the end of each year to develop class lists; master schedule is developed based on the strengths of the teaching staff and the makeup of the grade level teams; Teachers have input in the organization of the campus, including the calendar, schedule, etc.</p>	<p>Continue to analyze formative assessment data to make decisions regarding intervention schedules based on student need, adapt master schedule to meet demands of changes in TEKS</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We will work to continually analyze formative and summative data to determine if our school structures are working in the best interest of the students we serve. This includes, but is not limited to our master schedule and intervention schedule.



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Co-curricular and Extra-curricular Offerings; Schoolwide Safety Program; Discipline Referral Data; Staff Surveys; Parent Surveys; Classroom Walkthrough Data; Parent Conference Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Little staff turnover each year; Parents report satisfaction with the campus; Staff members report satisfaction with the campus; Students participate in co-curricular and extra-curricular offerings; Staff members report feeling safe on campus; Ample recognition of volunteers, parents, and staff members; Kids of Character	Consistent implementation of CHAMPS; Implement a system that tracks behavioral patterns, Work collaboratively with our PTA to monitor and adjust school safety procedures

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

The campus will offer continued professional development in CHAMPS in order to provide a safe and civil campus and implement a system to help track behavior and trends. Furthermore, the Campus Leadership Team will work collaboratively with stakeholders and district protocols/procedures to monitor and adjust school safety procedures.



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Staff Surveys; Professional Development Logs; Teacher Certification Data; Paraprofessional Qualification Data; Staff Mobility Data; Teacher Evaluation System

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
30% of teachers hold a Master’s Degree; 2% of faculty/staff hold a Doctoral Degree; 32% of teachers have taught at the campus for 10+ years; 100% of the teachers attend summer professional development opportunities; Little teacher turnover from year-to-year; Numerous participants in LEAD Denton programming	Continue to seek highly qualified, dedicated teachers to fill vacancies; Continue to promote and encourage attendance at district-offered professional development; Provide strong initial and continuous mentoring for new teachers

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We will assist mentors with activities and resources to mentor new teachers. We will continue to identify the best possible candidates for our open positions through a rigorous interview process. We will work closely with new teachers to acclimate them to the campus/district and provide them with layers of support to enable their success.



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

STAAR Data; ELI/SELI Data; Kathy Richardson Data; TELPAS Data; Rtl Data; Formative Assessment Data; System Safeguards Data; Summative Assessment Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>The staff works together to ensure all students are making progress toward their personal learning goals; The campus offers strong supplemental and individualized interventions; Support personnel offers support to help meet students' needs</p>	<p>The subpopulation Two or More, are not as successful as the All Students category; Continued efforts towards stronger vertical alignment</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We will continue to work utilize assessment (formative and summative) data to drive and improve universal instruction for all students. We will continue to monitor students in subpopulations to work to close the achievement gap. Interventionists will be funded through SCE funds and Title 1 funds.



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Campus Technology Plan; Classroom Technology Needs; Technology Professional Development Offerings; Faculty Surveys
--

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Continued effort to increase the amount of technology resources on campus each year; Professional development offerings for technology tailored to the needs of teachers; Students are trained in acceptable use policies	More technology devices for student use as well as PD for staff and continued digital citizenship lessons for students.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

The campus will continue to allot resources to purchase more devices for student use along with continued digital citizenship lessons. Devices may be purchased with funds from the campus budget. Professional development on technology will be provided by teachers, administrators, and the ITS team.



Summary of Priority Needs

Demographics...

We will continue to evaluate our co-curricular and extra-curricular offerings to ensure inclusiveness of all student groups. We will continue to accommodate a club schedule on Friday to ensure all students in grades 3 -5 get to participate in a club. Additionally, we will continue to evaluate the effectiveness of our parent involvement events, during and after school, to increase the home-school connection. We will focus on our dual language subpopulation to ensure they meet the standard set by the state for their particular demographic group through reading, writing, math, and science intervention.

Student Achievement...

We will continue to work utilize assessment (formative and summative) data to drive and improve universal instruction for all students. We will continue to monitor students in subpopulations to work to close the achievement gap. Interventionists will be funded through SCE funds and Title 1 funds.

School Culture and Climate...

The campus will offer continued professional development in CHAMPS in order to provide a safe and civil campus. Furthermore, the Campus Leadership Team will work collaboratively with stakeholders and district protocols/procedures to monitor and adjust school safety procedures.

Staff Quality, Recruitment and Retention...

We will assist mentors with activities and resources to mentor new teachers. We will continue to identify the best possible candidates for our open positions through a rigorous interview process. We will work closely with new teachers to acclimate them to the campus/district and provide them with layers of support to enable their success.

Curriculum, Instruction, and Assessment...

We will continue to implement monthly vertical team meetings to look at formative and summative assessment data to guide our instructional practices. Teachers and the ITS team will continue to

provide professional development on technology integration and district/campus initiatives. Professional development will be funded through the campus budget. Intervention will be funded through SCE funds and Title 1 funds.

Family and Community Involvement...

We will continue to work collaboratively with parents and staff members to determine the best ways to provide opportunities to raise cultural awareness. We will gather data at the end of each school year to evaluate our parent-involvement events to make them relevant and beneficial to the families we serve.

School Context and Organization...

We will work to continually analyze formative and summative data to determine if our school structures are working in the best interest of the students we serve. This includes, but is not limited to our master schedule and intervention schedule.

Technology...

The campus will continue to allot resources to purchase more devices for student use along with continued digital citizenship lessons. Devices may be purchased with funds from the campus budget. Professional development on technology will be provided by teachers, administrators, and the ITS team.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Lorena Medina
Teacher	Lin Attaya
Teacher	Melissa Scott
Teacher	Brittany Peden
Teacher	Ivonne Solano
Teacher	Desiree McCauley
Teacher	S. Programs Michelle Brown / Special Ed- Solley/ Essentials- Victor Lozado
Campus-Based Nonteaching Professional	Kindall Yates
Campus-Based Para or Operations Staff Rep	Patty Bolton
District-Level Professional	Sandy Brown
Parent Rep	Monica Glenn
Parent Rep	Matt McDaris
Community Rep	Erin Taylor- PTA President
Community Rep	
Business Rep	Matt McDaris
Business Rep	

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
September 24	3:15	Library
October 29	3:15	Library
November 19	3:15	Library
December 17	3:15	Library
Jan 28	3:15	Library
February 25	3:15	Library

March 31	3:15	Library
April 28	3:15	Library
	3:15	Library

Tomas Rivera Elementary



Campus Improvement Plan 2019-20

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- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Our mission is to provide a safe and engaging learning environment that motivates, inspires, and challenges students to succeed by working collaboratively with parents, the community, and each other to meet the needs of the “whole” child.

School Vision

At Rivera, we are preparing students to be responsible citizens, problem solvers, progressive learners, and positive contributors in a diverse and ever-changing society.

School Values

Respect

Innovation

Versatility

Excellence in education

Resilience

Active engagement

WIG 1: Increase the number of students that are at the meets and masters level by 10% grades 3-5 and ensure at least one years growth grades K-2 on all state tests, common assessments, reading and math inventories by improving Tier 1 instruction, interventions and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize the Lucy Calkins reading and writing curriculum to promote skilled readers, writers and inquirers	Teachers			Meeting Minutes	Running Records Benchmark/Assessments IStation Reports Reading Levels ELI/SELI	Ongoing
Teachers will monitor ongoing data collection with support from coaches.	Instructional Specialists/ Coaches Teachers			Progress Monitoring Logs	Running Records Benchmark/Assessments IStation Reports Reading Levels Imagine Math Data	Complete May 2020
Teachers will provide supplemental and individual classroom interventions as necessary based on formative assessment	Teachers Interventionists			Progress Monitoring Logs Estar documentation		Complete May 2020
Continue to employ a reading and a math Interventionist/Coach to meet the educational needs of Tier II and III students and their teachers	Principal	\$73,000 - Reading \$72,000 - Math		Applitrack Recommendation to Hire	Benchmarks, Assessments	Complete May 2020
Continue to work with the Bilingual/ESL Specialist to support the instruction provided to and for ESL/ELL students on campus	Admin Specialists Coaches Teachers			Intervention Notes PLC Minutes Teacher Notes	Benchmarks, Assessments	Ongoing
Teachers will use technology integration strategies to enhance instruction and increase student engagement	Admin Instructional Tech			Purchase Orders Lesson Plans	Benchmarks, Assessments	Complete May 2020
Continue to foster reading and literacy by supporting and updating the campus and literacy libraries with supplemental books,	Principal Librarian Team leads	\$500		Purchase Orders	Benchmarks, Assessments	Complete May 2020

WIG 1: Increase the number of students that are at the meets and masters level by 10% grades 3-5 and ensure at least one years growth grades K-2 on all state tests, common assessments, reading and math inventories by improving Tier 1 instruction, interventions and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
supplies, and materials in both English and Spanish						
Purchase subs in the spring for STAAR tutorials for 3-5th teachers	All Staff	\$90 per teacher		Purchase orders	STAAR Results Benchmarks	Complete May 2020
Substitutes will be provided, as needed, to provide additional time for teachers, admin, and Specialists to collaborate, plan, and have discussions about students	Subs Teachers Admin Specialists	\$4000		Educational Leave Planning documents	Scorecards, DMTSS/Intervention Lists	Complete May 2020
A multi-tiered system of support framework will be used to provide targeted support to struggling students	Admin Teachers Specialists			DMTSS Meeting Agendas	DMTSS Student Lists Monitoring of Tier I and tier II students	Complete May 2020
Learning Walks will be conducted to measure teacher performance and determine individual goals and areas for development	Admin			Walkthrough Form	Formative Walkthrough Data	Complete May 2020
Focus on Assessment for Learning and PLC Practices to increase student achievement	All professional staff			Notes, Agendas, Lesson Plans	PLC Minutes, Walkthroughs	Complete May 2020
Provide supplemental instructional supplies/resources to promote student learning and engagement	Teachers	\$2000		Purchase Orders	Benchmarks & Assessments Reading Levels ELI/SELI Imagine Math Kathy Richardson IStation Reports	Complete May 2020

WIG 1: Increase the number of students that are at the meets and masters level by 10% grades 3-5 and ensure at least one years growth grades K-2 on all state tests, common assessments, reading and math inventories by improving Tier 1 instruction, interventions and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers and Instructional Specialists/ Coaches meet bi-weekly in PLC to discuss student data, dig deeply into the TEKS , and to make instructional decisions	Teachers Specialists Coaches			PLC Agendas & Minutes Lesson Plans	Benchmarks & Assessments Reading Levels ELI/SELI Imagine Math Kathy Richardson IStation Reports	Complete May 2020
Supplemental staff, such as campus interventionists and coaches will take an active role in coaching, mentoring, planning, and serving as resources to teachers, while also providing supplemental interventions to Tier II and Tier III students	Intervention Personnel Specialists Coaches			Schedules Intervention Notes Meeting Minutes and Agendas Lesson Plans	Benchmarks & Assessments Reading Levels ELI/SELI Imagine Math Kathy Richardson IStation Reports	Complete May 2020
Teach students to emulate the features of good writing and problem solving by utilizing examples of strong and weak work	Teachers			Lesson Plans Writing Samples Anchor Charts	Benchmarks, Assessments	Complete May 2020
Continue implementation of Assessment for LearningL strategies through: Knowledge of LT Goal Setting Strong and Weak				Walk-Through Evaluative data Differentiated professional data	EVAL DATA FORM DATA ENGAGEMENT	Complete May 2020
At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students.	-Administrators -Counselor			-Daily schedule -Staff feedback survey -Pre- and post-observation conference notes	-Reassessment data -ELI/SEL data - Common Assessment data	Ongoing

WIG 1: Increase the number of students that are at the meets and masters level by 10% grades 3-5 and ensure at least one years growth grades K-2 on all state tests, common assessments, reading and math inventories by improving Tier 1 instruction, interventions and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.	Interventionists			<ul style="list-style-type: none"> -Lesson Plans -Formative Common Assessment Data Ryan Zone Assessments -Summative Assessment data 	-STAAR data DMTSS	Monthly

WIG 2: – Improve school culture and climate by establishing a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Actively seeks feedback from faculty/staff to ensure all parties are working towards one common goal.	Principal Assistant Principal			Feedback from teachers, staff, and parents through surveys Face to Face meetings	Increased percentages of strongly agree on the communication domains on the teacher engagement survey	Complete May 2020
Continue to implement PBIS to ensure that we are focusing on the SEL needs of all students through: <ul style="list-style-type: none"> ● PBIS Store ● Character Pillars Students of the month with pizza party. ● Student council ● Student leaders 	All Staff			Discipline Data, teachers trained, Plans and artifacts turned in to admin	Decrease in time students are out of class for discipline intervention and suspensions.	Complete May 2020
Continue to implement Restorative Practices to ensure that we are meeting the SEL needs of all students and staff through: <ul style="list-style-type: none"> ● Treatment Agreement Plans implemented and posted in all classrooms ● Implementation of green and yellow circles ● Implementation of Spark plans and 2 minute connections. 	All Staff			Discipline Data, Teachers training Plans and artifacts turned in to admin	Decrease in office referrals. Decrease in time students are out of class for discipline intervention and suspensions. Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom	Complete May 2020
Implement GOAL program campus-wide with targeted goal of 18 students with family support	Coaches			Sign up sheets Participation Roster	Parent participation Student participation Aware group goal for GOAL (Track students academic progress)	Ongoing
Effectively communicate achievements and recognitions to the Denton ISD community	All Staff			Social Media	Facebook Twitter retweets and Twitter likes	Complete May 2020

WIG 2: – Improve school culture and climate by establishing a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
through our use of internal and external communication (Tweet a minimum of three times per week with hashtags)						
<p>Monthly principal and parent meetings to celebrate Rivera happenings and celebrations</p> <ul style="list-style-type: none"> Coffee and Conversations with the principal. An opportunity to make connections and share the progress of staff and students at Rivera 	Principal Assistant Principal			<p>Parent engagement survey results</p> <p>Culture and Climate survey results</p>	<p>Increased parent participation in school events.</p> <p>Increase in PTA membership</p>	Complete May 2020
Working with our PTA to promote their advocacy for our students and staff	All Staff			PTA membership and attendance	Collaborative and supportive relationships	Complete May 2020
Provide differentiated professional development to meet specific staff members needs	All Staff			<p>Sign In Sheets</p> <p>Agendas</p> <p>Staff Reflections</p> <p>Surveys</p>	<p>Walk-Throughs</p> <p>Learning walks</p>	Complete May 2020
<p>Implement systems that promote teacher excellence and celebrate staff for progress towards campus goals through:</p> <p>“Happenings in the Classroom”</p> <ul style="list-style-type: none"> Communication i.e. pictures, videos, etc via email to staff that provides anecdotal evidence of engaging lessons happening around the campus. Post twice per month. <p>Staff Shout-outs</p> <ul style="list-style-type: none"> Teachers and staff select a teacher and thank the teacher by giving a shoutout on the Principal’s monthly 	All Staff			<p>Parent engagement survey results</p> <p>Teacher engagement survey results</p>	<p>Increase in the number of parent participants in the following:</p> <ul style="list-style-type: none"> parent engagement survey (last year was 35, goal this year is 100) Academic nights, fall festival, PTA membership, Principal meetings. <p>Increase in the number of teachers that complete staff shoutouts</p>	Complete May 2020

WIG 2: – Improve school culture and climate by establishing a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>newsletter. Shout-outs are then read on the announcements and posted on the staff bulletin board.</p> <p>Teacher of the month</p> <ul style="list-style-type: none"> Staff selects a STAR teacher of the month that exhibits the Rivera STAR values <p>Spotlight of the week</p> <ul style="list-style-type: none"> Highlighting a staff member of the week for their hard work and dedication for Rivera <p>Parent Shout-outs</p> <ul style="list-style-type: none"> Parents select a teacher and write a shout-out to the teacher and it is posted on the parent and teacher communication letter. 					Increase in teacher engagement through survey results.	
Team-building experiences led by staff members throughout the year to promote community and positive relationship	All Staff			Plans Number of participation	Campus Staff Survey Monitor participation growth	Complete May 2020
Monthly lunch meeting providing by the principal with each team.	All Staff			Sign In sheet	Campus Staff Survey	Complete May 2020
Continue development of a mentoring program for students at- risk behaviorally	Grandparents Ryan Pals Guyer Pals Ryan High School			Mentoring Plan Developed, Clubs during the school day and after school, observation, data, feedback, Mentoring partnership with NMS and BHS students during the school day	Increase in student engagement and achievement of at least one year's growth	Complete May 2020

WIG 2: – Improve school culture and climate by establishing a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
School-wide vertical teams that meet monthly to collaborate, design, and monitor specific campus commitments.	All Staff			-Agendes, Notes, & Sign-in Sheets for the following committees: <ul style="list-style-type: none"> ● Literacy ● Campus Family & Community Events ● Learning Environment/House System ● CLT 	-Engagement surveys -Discipline data -Formative Common Assessment Data -Summative Assessment data -Parent Engagement Data	Monthly

**Texas Education Agency
2019 Closing the Gaps
RIVERA EL (061901108) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target	36%															
Target Met	Y															
TELPAS Progress Rate	44%															
TELPAS Progress	68															
TELPAS Total	156															
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	1	1
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	1	1
STAAR Component Score	48	40	48	58	-	77	55	40	47	51	30	40	50	44		
% at Approaches GL Standard or Above	76%	71%	74%	90%	-	100%	100%	58%	75%	77%	51%	75%	76%	77%		
% at Meets GL Standard or Above	46%	36%	46%	59%	-	85%	33%	42%	45%	51%	34%	32%	50%	39%		
% at Masters GL Standard	21%	12%	23%	24%	-	46%	33%	21%	21%	26%	6%	14%	23%	16%		
Total Tests	761	205	382	136	-	13	6	19	668	305	116	28	503	258		
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	8	10
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
RIVERA EL (061901108) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	307	92	145	53	1	5	4	7	270	118	44	11	192	115		
Total Tests	307	92	145	53	1	5	4	7	270	118	44	11	192	115		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	306	92	145	52	1	5	4	7	269	117	44	11	192	114		
Total Tests	306	92	145	52	1	5	4	7	269	117	44	11	192	114		

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Rivera Staff Calendar/Schedules
Benchmarks on Aware
Common Assessments on Aware
Scope and Sequence
TTESS Walk-throughs
Teacher survey

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Identifying struggling students based on ELI, KR, STAAR Sim, STAAR data, district benchmarks, report card assessments and class work and observations.</p> <p>Instructional strategies aligned with student's needs based on achievement in classroom work and assessments.</p> <p>Targeted instruction based on student's weaknesses in Tier II and Tier III interventions.</p> <p>Identifying students based on ELL, 504, SpEd identifiers in data collection.</p> <p>Data tracking by Special Education and Interventionist.</p> <p>Utilizing formative assessments to guide the formation of small groups and accelerated instruction for the reteaching of TEKS.</p> <p>Providing multiple platforms for learning which include hands on activities and technology.</p> <p>Positive reward systems in place for several classes that promote the shift from extrinsic motivation to intrinsic motivation for academic success.</p> <p>SELI/ELI Data can be used to drive instruction by individual teachers and specialist</p>	<p>Properly accommodating student's classroom assignments and assessments based on their IEP or 504.</p> <p>Common data tracking to show correlation between instructional strategies and achievement. (AFL)</p> <p>Staff development on instructional strategies to provide teachers with a variety of Tier II and Tier III strategies for targeted classroom instruction, concentrating on Math.</p> <p>Communication/Common tracking of students across programs.</p> <p>Professional development on uniform data tracking in the classroom.</p> <p>Creation of formative assessments to provide appropriate design.</p> <p>Mini-lessons kept to a 15 minute time frame.</p> <p>Report card assessments need to be aligned and appropriate based on what is taught.</p> <p>Delivery of test needs to be uniformed Special education students need more support</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Teachers would greatly benefit by professional development in the areas of mathematics for accelerated instruction for students who are struggling to meet goals for achievement.

A combined common data tracking system for student's progress by teachers, interventionist and special education would allow for the ability to pull data, groups and target instruction for all programs and classrooms.

504, IEP and BIP accommodations and modifications followed by instructional staff will increase student success.

Teachers are comfortable with a variety of instructional methods including mini-lessons, small groups, hands on activities and technology.

Providing strategic professional development with a focus on data tracking and analysis.

Creating a common instructional continuum across the grade levels which include methods of instruction and vocabulary would provide continuity of instruction from kindergarten to fifth grades would decrease the time at the beginning of the year for reteaching and learning the new teachers methods for instruction and vocabulary. (Spiraling curriculum across grade levels.) (Vertical Alignment Meetings)



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

PEIMS report Enrollment report TEA 2015-2016, 2016-2017, 2017-2018 reports
--

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">● Only 2 classrooms exceed the 1:22 class ratio set by TEA● Bilingual Class sizes are small (10-17 students)● # of EXPO Students has increased in the past 3 years (41, 58, 60)● AA student subpop increases on STAAR from 3rd to 4th to 5th	<ul style="list-style-type: none">● Smaller class sizes in K, 1st- they have the largest class sizes (20-23 students)● AA students are consistently the lowest represented subpop in EXPO● AA Students perform lower on STAAR compared to other races/subpops● Hispanic Students make up the most SpEd services

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

The lower grades tend to have the biggest class sizes. The campus needs more teachers or aides to help with the large class sizes. The campus needs more AA mentors to reach our AA students. Although the scores are improving, the AA population is scoring lower than the other subpops. They are also under-represented in EXPO, but have a high representation in SpEd services. The staff could also use training on how to teach to students that may learn in different ways. SpEd teachers need to be bilingual and/or of a hispanic heritage to meet the needs of the SpEd population.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Rivera counselors Rivera Parent Survey Rivera Staff Survey Volunteer Hours Sign in Computer Log CIS Mentor Documentation

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Multiple opportunities for parents to attend school functions.</p> <p>Multiple community organizations involved with our Campus.</p> <p>CIS offers mentors for social and academic needs.</p> <p>CIS offers parent resources such as rental assistance and holiday meals.</p> <p>PTA Support</p>	<p>Watch DOGS program</p> <p>Young male mentors</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

According to our research in data, Rivera would benefit from a strong male mentor presence. Having young male mentors on campus can help the students see a positive role model and have someone steadily believing in their abilities and expressing an importance of education. Rivera is also in need of a strong WATCH DOG program. This is another example of needing positive male role models at the school and investing in the students academically as well as personally.



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Schedule for Student Support Services (Academics)
- Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Class size roster
Master schedule
Student surveys
Parent Surveys

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Class sizes not maxed based on student/teacher ratio</p> <p>Reading and math blocks scheduled</p> <p>Success times are scheduled</p> <p>Interventionists assigned in high-needs areas</p> <p>Time is being devoted to poor performing areas</p> <p>Additional tutoring is being provided</p> <p>Frequent interventions provided</p> <p>Student and parent needs and concerns are addressed</p> <p>Family involvement and attendance in activities has increased.</p> <p>Students overall feel supported academically and safe at Rivera.</p>	<p>Inclusion classes are equal or greater in student population compared to other classes.</p> <p>Less interventionists teacher support (Reading) and more student support. We lost Math Coach/Interventionist.</p> <p>More success time staffing support to reduce group sizes. (STAAR GRADES)</p> <p>MTSS information uploaded into system</p> <p>Effectively communicating academic and career planning- More college readiness.</p> <p>Need more leveled resources</p> <p>More uniformed benchmarking per grade level to track growth</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>Parental support and attendance in events has improved. However, more communication of academic standards and expectations, along with communication on safety and behavior.</p> <p>Increase in support staff , leveled resources, and time to target poor performing subject areas during the school day.</p>



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Campus Culture & Climate Survey: Rivera Elementary Students Results
Campus Culture & Climate Survey: Rivera Elementary Staff Results

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Students have a more positive school climate than staff.</p> <p>Students feel that their teacher have clear rules and expectations.</p> <p>Students feel that they have good friendships at school</p> <p>Student behavior referrals have decreased by nearly half compared to last year.</p> <p>Staff feel more supported by their own teams.</p> <p>More than half of the staff feels respected at Rivera.</p> <p>Staff feel that they have strong relationships built with students.</p>	<p>About half the staff has a positive outlook about school climate.</p> <p>Need for more trust, support, and feedback</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>Behavior referrals have decreased almost by half; majority of referrals occur at noon. Location of offenses is mainly in the classroom followed by the hallway and playground.</p> <p>Staff really want to do their best to make sure students achieve their learning goals for that academic year.</p> <p>Staff relationships amongst the teams are stronger than the staff and administration relationships.</p> <p>There is more trust between teams than staff and administration.</p>



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

AEIS Reports - over the last 3 years
Staff Lists - past & present
Aesop - Staff Attendance Reports
HR Employee Recommendations
HR NCLB Report
PLC Learning Logs
Teacher Surveys

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>We have about 30% of our teachers with master's degree.</p> <p>All teachers have a bachelor's degree or higher.</p> <p>The average years of teaching experience (from those staff members surveyed) on our campus is 10 years.</p> <p>Team leaders and colleagues provide beneficial feedback for growth.</p> <p>Team leaders and colleagues mentored new staff.</p> <p>Coaches/interventionists provide applicable feedback to new staff.</p> <p>Several staff members have attended a plethora of Professional Developments. They believe the PD's have allowed them to grow as a teacher.</p> <p>Staff has attended training that is relevant to their grade level, content, profession, etc.</p>	<p>Need for more consistent feedback</p> <p>Staff does not know how the impact of their PDs has affected their performance.</p> <p>Staff needs feedback and support on how well or not they are implementing strategies learned at PDs.</p> <p>Some staff members have never been offered the opportunity to attend additional trainings or PDs.</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>We have a highly qualified, experienced staff to teach our students. New staff receives feedback and support from their teammates, coaches and interventionists. However, the new staff members would like more consistent, positive support and feedback from administration.</p>



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

Math Placement Test
Math and Reading District Benchmarks
Math and Reading Released STAAR
Math and Reading Common Assessment
ELI/SELI
SRI
Math Intervention and STAAR Intervention data
Reading Recovery Data
System Safeguards

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Writing STAAR Scores increased</p> <p>Reading increase in students meeting Level III Mastery at all grade levels on STAAR</p> <p>Increase in Level III Mastery in grades 3 & 4 on STAAR Math</p> <p>Saturday School for Bilingual/ESL students</p> <p>AA in Math and Writing underperforming other subgroups</p> <p>SPED in Reading and Math underperforming other subgroups</p>	<p>Need more vocabulary resources</p> <p>Need more leveled readers</p> <p>Need more instructional time</p> <p>Need more K-2 Intervention support</p> <p>Need for more formative “quick” checks</p> <p>Need diverse student mentors</p> <p>SPED teachers need training in best practices</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

There is a need for more vocabulary resources, more leveled readers in both English and Spanish, and increased instructional time. A K-2 interventionist is needed to support Early Literacy and Math interventions. Professional development is needed in the area of formative assessment and best literacy and mathematics instructional practices. SPED teachers need to collaborate with general education teachers and more training is needed in best practices. Diverse mentors are needed to provide support to our underperforming subgroups.



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Staff technology survey Technology hardware inventory
--

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Most teachers are comfortable with technology use.</p> <p>Most teachers attend some form of technology professional development.</p> <p>Reasoning Minds is used often and is favored by teachers.</p> <p>Most staff use technology to help with formative assessments.</p>	<p>More technology equipment</p> <p>Guidance on time management inside the classroom when using technology.</p> <p>Student computer skills</p> <p>More training that is beneficial to various grade levels/subject areas.</p> <p>Need for additional reading intervention programs</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Most staff want to implement more technology in their classrooms, but struggle with getting technology equipment available. With the Chromebooks added to 4th and 5th grade classrooms, the problem was remedied. However, the other grade levels struggle because they do not have enough devices for their students. Even though there is a laptop cart and iPad cart available, most do not work properly. Both computer labs are utilized most of the time by specials areas. Since students struggle with basic computer skills, learning these during specials areas computer will be beneficial. This will also help with the time management needed when using technology. Rivera needs to offer more staff professional development on technology. The district TIA is during the summer and many staff do not attend. Staff would like professional development on campus that meets their grade level/ subject needs.



Rivera Summary of Priority Needs from May 2018

Demographics...

Need for more bilingual/Hispanic support in SPED due to increasing numbers.
Need for more teachers and/or aides to help alleviate large class sizes in K-1.
Need for strong AA mentors to motivate our AA population in the areas of academics.

Student Achievement...

Need for more vocabulary resources, more leveled readers in both English and Spanish
Need for increased instructional time
Need for a K-2 interventionist to support Early Literacy and Math interventions
Need for PD in formative assessment and best literacy and mathematics instructional practices for all staff
Need for SPED teachers to collaborate with general education teachers
Need for more training for SPED teachers in best practices (**Literacy? Math? Both?**)
Need for diverse mentors to provide motivation and support (**What type?**) to our underperforming subgroups

School Culture and Climate...

Need for increased behavioral support, training, and management to address classroom issues
Need for consistent implementation and monitoring of CHAMPS in communal areas
Need for increased supervision on the playground
Need for increased trust campus wide – student/teacher, admin/staff, staff/staff

Staff Quality, Recruitment and Retention...

Need for a plan to promote consistent and timely feedback – staff/staff, admin/staff, staff/student, student/student

Curriculum, Instruction, and Assessment...

Need for PD on how to reach struggling students in the area of mathematics and to help them reach goal attainment
Need for a common progress monitoring system
Need for a common system to analyze data, group students for intervention, and target instruction
Need for teachers to consistently utilize 504 and IEP accommodations and modifications with the students in these specialized groups

Family and Community Involvement...

Need for a strong male mentor presence
Need to revitalize the WATCH DOG program on campus
Need for more positive male role models to have a visible and consistent presence on campus

School Context and Organization...

Need for more communication of academic standards and expectations
Need for more parental involvement in curriculum decisions
Need additional leveled resources
Need more time to target struggling students in reading and math during the school day

Technology...

Need more readily available technology resources and equipment available.
K/1 need more devices in the classroom to meet the needs of the students
Need to repair or replace ineffective technology equipment, such as the laptop and iPad cart
Need for increased computer lab time for intervention and to reinforce basic computer skills
Need for PD in effective technology integration
Need for more on campus, grade level/ subject area specific technology PD

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Joy Swoboda
Teacher	Leigh Vincent
Teacher	Helen McPherson-Gillette
Teacher	Bridgett Robinson
Teacher	Jacqueline Klar
Teacher	Patricia Anaya
Teacher	Jennie Ford
Campus-Based Non-teaching Professional	Destiny Harris
Campus-Based Para or Operations Staff Rep	Karla Pantaleon
District-Level Professional	Angie Fox
Parent Rep	April Stewart
Parent Rep	
Community Rep	Vanessa Ellison
Community Rep	
Business Rep	Kenneth Davis
Business Rep	

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
10/01/2019	3:20-4:30	Library
12/12/19	3:20-4:30	Library
1/28/2020	3:20-4:30	Library
3/3/2020	3:20-4:30	Library
4/27/2020	3:20-4:30	Library

Stephens Elementary



Campus Improvement Plan 2019-20

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- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
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 - 1: Student Achievement
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 - 3: Internal Processes
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- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Building a Community of Learner for Life

School Vision

To create a collaborative, rigorous learning environment, empowering all students.

School Values

Our Daily Campus BULLDOG Pledge:

Be Positive
Uplift Others
Look For Ways to Help
Learn Something New Everyday
Do Our Best
Obey the Rules
Give Respect to All

Always Strive to be a BULLDOG!

WIG 1: Through the implementation and monitoring of high-quality, effective and targeted instructional strategies, 80% of all students in grades K through 2 will achieve an “On-Level” rating, as evidenced by district assessments in the areas of text level and text comprehension by June 2020. In addition, 80% of all 4-year old Pre-Kindergarten students will achieve an “On-Level” rating in early literacy skills (letter recognition, letter sounds and name writing), as evidenced by district assessments by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Creation of Full Day Schedule in PK to Align with Literacy Practices, as Appropriate, with Kindergarten Readiness Skills	Admin, C & I Dept		2,3,10	Daily Schedule	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 District Assessment Results	None Needed - Completed in July 2019
Hold Weekly Grade Level PLC Huddle Meetings, as well as Full Day PLC Meetings on the Respective District Days	Grade Level Teachers		4, 8	PLC Meeting Agendas and Minutes Shared via Google Docs; Observation	Continued Work on Literacy Assessment; Continued Collaboration of AFL Work; Vertical Alignment of Content	October January March May
Establishment of Grade Level SMART Goals for 2019-2020 in the Areas of Reading and Writing	Grade Level Teachers		1, 2, 4	PLC Meeting Agendas and Minutes; SMART Goals Shared via Google Docs; Observation	Creation of SMART Goals	October January March May
Daily "Accelerated Instruction" provided for all PK-2nd Grade Students in the Classroom Setting	Grade Level Teachers, Reading Recovery		9, 3	Observation; PLC Agendas and Meeting Minutes;	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus and District Assessment Results	October January March May
Provide modeling by the Reading Recovery teacher and Instructional Coach in PK through 2nd Grade to enhance strategies that meet the needs of all students.	Nicole Springer, Reading Recovery, Kerry Webb, Coach	\$\$\$	7, 9, 3	Literacy Specialist Schedule; Observation; Grade Level and Content PLC Agendas and Meeting Minutes;	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus and District Assessment Results	October January March May

WIG 1: Through the implementation and monitoring of high-quality, effective and targeted instructional strategies, 80% of all students in grades K through 2 will achieve an “On-Level” rating, as evidenced by district assessments in the areas of text level and text comprehension by June 2020. In addition, 80% of all 4-year old Pre-Kindergarten students will achieve an “On-Level” rating in early literacy skills (letter recognition, letter sounds and name writing), as evidenced by district assessments by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold Monthly Interventionist/Coach Meetings To Analyze Data and Discuss Student Progress	Admin, Reading Recovery, Coach		2, 4	Meeting Agendas and Minutes; MTSS Data; Assessment Data	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 District Assessment Results	October January March May
2nd Grade Team Help Create and Give Feedback on Campus Assessment Calendar for Reading	Admin, Grade Level Teachers		1, 8	Assessments Created for Reading and Writing, as well as the Assessment Calendar	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus Assessment Results	October January March May
Daily Implementation of IStation in Grade 2; Universal Screener for I-Station Given in K, 1st and 2nd Grades at Three Respective Points of the Year	Grade Level Teachers		2, 9	IStation and ISIP Reports	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 District Assessment Results	October January March May
Co-Create Criteria for Essentials and Data Points in PK for MTSS Documentation	Admin; Grade Level Teachers		2, 9, 4	Co-Created Criteria; Established Essential Learning Content Standards in PK	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 District Assessment Results	None Needed - Completed by the End of September
Conduct September Staff PD on Updates to MTSS Documentation	Admin		2, 9, 4	Learning Meeting Agenda	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 District Assessment Results	None Needed - Completed by the End of September

WIG 1: Through the implementation and monitoring of high-quality, effective and targeted instructional strategies, 80% of all students in grades K through 2 will achieve an “On-Level” rating, as evidenced by district assessments in the areas of text level and text comprehension by June 2020. In addition, 80% of all 4-year old Pre-Kindergarten students will achieve an “On-Level” rating in early literacy skills (letter recognition, letter sounds and name writing), as evidenced by district assessments by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold Vertical Disaggregation Meeting in September with PK through 2nd Grade to Analyze Grade Level and Content Data from 2018-2019 from ELI and CLI Engage	Admin		2, 4, 10	Data Reports from AWARE and DISD Data Binder	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 District Assessment Results	October January March May
Conduct Regular Campus MTSS Meetings	Admin, Grade Level Teachers, Specialists		2, 9	MTSS Documentation; Meeting Minutes	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 District Assessment Results	October January March May
Participate in RHS Zone Campus Visits for the Purpose of Observing Quality Reading Instruction and Intervention Strategies	RHS Zone Admin		3, 4	RHS Rone Meeting Agendas, Minutes and Artifacts	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS;	October January March May
Conduct Vertical Literacy Meetings for PK and Kindergarten to Discuss Alignment of Practices in Workshop Model Instruction	Admin; Grade Level Teachers		3,4,10	Meeting Minutes	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Participate in RHS Zone Learning for Units of Study in K and 1st Grade Provided by C & I	C & I, Coaches, Admin, Grade Level Teachers		2, 4	Agendas from PD; Mega Lab Observation	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Create a Learning Walk form Specific to Workshop Model of Instruction, as Appropriate, for the Purpose of Providing Timely and Requested feedback to PK	Admin		2, 3	Finalized PK Walkthrough Form	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May

WIG 1: Through the implementation and monitoring of high-quality, effective and targeted instructional strategies, 80% of all students in grades K through 2 will achieve an “On-Level” rating, as evidenced by district assessments in the areas of text level and text comprehension by June 2020. In addition, 80% of all 4-year old Pre-Kindergarten students will achieve an “On-Level” rating in early literacy skills (letter recognition, letter sounds and name writing), as evidenced by district assessments by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers						
Provide Substitute Coverage for Staff for the Purpose of Holding Extended Planning Sessions, Data Disaggregation, Observation of Colleagues and Collaboration Time	Admin	\$5,788	1,8,9	Meeting Agendas; Meeting Artifacts; Observation; AESOP Reports	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 District Assessment Results	October January March May
Hold Monthly Staff Learning Meetings on Campus AFL Strategies (Feedback and Goal Setting)	Admin		2, 4, 10	Meeting Agendas; Meeting Artifacts;	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Participate in the Texas Lesson Study for Spring semester in the area of reading (Grades K or 1)	Grade Level Teachers		4, 3	Lesson Study Planning Meeting Agendas, Minutes and Artifacts; Observation of Lessons Taught	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May

WIG 2: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, a minimum of 50% of the students in grades 3 through 5 will achieve the “Meets Level” of the Reading STAAR in June 2020. In addition, grades 4 and 5 will have 5% growth for all students in the “Masters Level” for Reading, as evidenced by the respective grade level cohort groups between June 2019 and June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold CLT meeting to review the results of CNA Subcommittees (May 2019) and then another meeting to Approve CIP based on latest data from state report (August 2019)	CLT Members		1, 8	CLT Agenda and Meeting Minutes; Sign-In Sheet; Data Reports from AWARE and DISD Data Binder	Draft of Campus CNA and CIP	None Needed - Completed by August 2019
Hold Weekly Grade Level PLC Meetings, as well as Full Day PLC Meetings on the Respective District Days	Grade Level Teachers		4, 8	PLC Meeting Agendas and Minutes Shared via Google Docs; Observation	Continued Work on Literacy Assessment; Continued Collaboration of AFL Work; Vertical Alignment of Content	October January March May
Establishment of Grade Level SMART Goals for 2019-2020 in the Areas of Reading and Writing	Grade Level Teachers		1, 2, 4	PLC Meeting Agendas and Minutes; SMART Goals Shared via Google Docs; Observation	Creation of SMART Goals	October January March May
Daily Reading "Accelerated Instruction" provided for all 3-5 students in the classroom setting	Grade Level Teachers, Read Int,		9, 3	Observation; PLC Agendas and Meeting Minutes;	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS;	October January March May
Provide a designated “Target” time to target the needs of all learners (intervention and extension)	Grade Level Teachers, Specialists, Rdg Int, Inclusion Teachers		9, 3	Target Time Observations; Target Time Lesson Plans; Huddle Meeting Agendas for Lesson Planning and Sharing	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Provide coaching/modeling by the Reading Interventionist and Instructional Coach to target needs of students	Rebekah Perrone, Read Int.; Kerry	\$30,000	9, 3	Reading Interventionist Schedule; Coaching Schedule; Observation; Grade Level and Content	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS;	October January March May

WIG 2: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, a minimum of 50% of the students in grades 3 through 5 will achieve the “Meets Level” of the Reading STAAR in June 2020. In addition, grades 4 and 5 will have 5% growth for all students in the “Masters Level” for Reading, as evidenced by the respective grade level cohort groups between June 2019 and June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Webb, Coach			PLC Agendas and Meeting Minutes	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	
Hold Monthly Interventionist Meetings To Analyze Data and Discuss Student Progress	Admin, Rdg Int		2, 4, 8	Meeting Agendas and Minutes; MTSS Data; Assessment Data	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Have 3-5 Teams Help Create and Provide Feedback on Campus Assessment Calendar for Reading	Admin, Grade Level Teachers		1, 8	Assessments Created for Reading and Writing, as well as the Assessment Calendar	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Daily Implementation of IStation in Grades 3-5	Grade Level Teachers		2, 9	IStation and ISIP Reports	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Establishment of Intervention Schedule for 2019 - 2020 in the area of reading	Admin, Read Int,		1, 2	Intervention Schedule	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State	October January March May

WIG 2: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, a minimum of 50% of the students in grades 3 through 5 will achieve the “Meets Level” of the Reading STAAR in June 2020. In addition, grades 4 and 5 will have 5% growth for all students in the “Masters Level” for Reading, as evidenced by the respective grade level cohort groups between June 2019 and June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					Assessment Results	
Conduct September Staff PD on updates to MTSS for Documentation of Interventions	Admin		2, 9, 4	Staff PD Meeting Agenda	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Hold Disaggregation Staff Development in August to Analyze Grade Level and Content Data from 2018-2019.	Admin		2, 4, 10	Data Reports from Lead4Ward; Reports from AWARE and DISD Data Binder; Staff Development Agenda	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Conduct Regular Campus MTSS Meetings	Admin, Grade Level Teachers, Specialists, Read Int,		2, 9	MTSS Documentation; Meeting Minutes	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Participate in RHS Zone Campus Visits for the purpose of observing quality reading instruction and intervention strategies	RHS Zone Admin		3, 4	RHS Rone Meeting Agendas, Minutes and Artifacts	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Purchase and utilize instructional materials in the area of reading that will support student growth	Admin		2, 9	Purchase Orders; Budgets	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Participate in Zone Learning for Workshop Model of Instruction and Units of Study in Reading Throughout the Year	Grade Level Teachers,		3, 4	Mega Lab Observations; Meeting Minutes and Agendas	Higher Level Tier One Instructional Practices as observed during	October January March

WIG 2: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, a minimum of 50% of the students in grades 3 through 5 will achieve the “Meets Level” of the Reading STAAR in June 2020. In addition, grades 4 and 5 will have 5% growth for all students in the “Masters Level” for Reading, as evidenced by the respective grade level cohort groups between June 2019 and June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Coach				walkthroughs and T-TESS	May
Create and Provide Teachers with Feedback Signs for Individualized Requested Feedback within their Classroom for Literacy	Grade Level Teachers, Admin		2, 4	Finished Feedback Document	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Vertical 3-5 ELAR Meetings Held Monthly to discuss instructional strategies, assessments and rigor	Grade Level Teachers, Admin		1, 8	Vertical Meeting Agendas, Minutes and Artifacts	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Hold a Campus Literacy Information Night for all grade levels, dyslexia, reading recovery, librarian and reading interventionist to discuss the importance of questioning and rigor to deepen comprehension skills across environments.	Grade Level Teachers, Rdg Int, RR Teacher, Dyslexia Teacher, Librarian		1, 6	Campus Literacy Information Night flyers, maps and parent sign-in sheets	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Utilize Campus Learning Walk and Co-Created Conferring Form for Reader’s Workshop Model of Instruction to Provide Feedback for Teachers	Admin		2, 3	Finished Learning Walk and Conferring Forms	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Provide substitute coverage for staff for the purpose of holding extended planning sessions, data disaggregation, observation of colleagues and collaboration time.	Admin	\$5,788	1,8,9	Meeting Agendas; Meeting Artifacts; Observation; AESOP Reports	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS;	October January March May

WIG 2: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, a minimum of 50% of the students in grades 3 through 5 will achieve the “Meets Level” of the Reading STAAR in June 2020. In addition, grades 4 and 5 will have 5% growth for all students in the “Masters Level” for Reading, as evidenced by the respective grade level cohort groups between June 2019 and June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	

WIG 3: Through targeted behavioral and interventional strategies, as evidenced by district and state assessment reports between the dates of August 2019 and August 2020, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 5% in the areas of Math and Reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold Disaggregation Staff Development in August to Analyze Grade Level and Content Data from 2018-2019 for All Staff	Admin		2, 4, 10	Data Reports from AWARE; Staff Development Agenda; Reports from DISD Data Binder	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Provide modeling by the Math Interventionist and Instructional Coach to target needs of students	Sharna Rhone, Math Int, Kerry Webb, Coach		9, 3	Math Interventionist Schedule; Coaching Schedule; Observation; Grade Level and Content PLC Agendas and Meeting Minutes	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Establishment of Grade Level SMART Goals for 2019-2020 in the Areas of Reading, Math, Science and Writing	Grade Level Teachers		1, 2, 4	PLC Meeting Agendas and Minutes; SMART Goals Shared via Google Docs; Observation	Creation of SMART Goals	October January March May
Daily "Accelerated Instruction" provided for all 3-5 students	Grade Level Teachers, Read Int, Math Int,		9	Observation; PLC Agendas and Meeting Minutes;	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May

WIG 3: Through targeted behavioral and interventional strategies, as evidenced by district and state assessment reports between the dates of August 2019 and August 2020, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 5% in the areas of Math and Reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide a designated "Target" time to target the needs of all learners (intervention and extension)	Grade Level Teachers, Specialists, Rdg Int, Math Int, Inclusion Teachers		9	Target Time Observations; Target Time Lesson Plans; Huddle Meeting Agendas for Lesson Planning and Sharing	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Hold Monthly Interventionist/Coaching Meetings To Analyze Data and Discuss Student Progress	Admin, Rdg Int, Math Int, Coach		2, 4	Meeting Agendas and Minutes; MTSS Data; Assessment Data	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Hold CLT meeting to review the results of CNA Subcommittees (May 2019)	CLT Members		1, 8	CLT Agenda and Meeting Minutes; Sign-In Sheet	Draft of Campus CNA and CIP	October January March May
Hold Weekly Grade Level PLC Meetings, as well as Full Day PLC Meetings on Respective District PLC Days	Grade Level Teachers		4, 8	PLC Meeting Agendas and Minutes Shared via Google Docs; Observation	Continued Work on Literacy Assessment; Continued Collaboration of AFL Work; Vertical Alignment of Content	October January March May
Have 3-5 Teams Help Create and Give Feedback on Campus Assessment Calendar for Reading/Math/Writing	Admin, Grade Level Teachers		1, 8	Assessments Created for Reading, Math and Writing, as well as the Assessment Calendar	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Establishment of Intervention Schedule for	Admin,		1, 2	Intervention Schedule	Higher Level Tier One	October

WIG 3: Through targeted behavioral and interventional strategies, as evidenced by district and state assessment reports between the dates of August 2019 and August 2020, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 5% in the areas of Math and Reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
2019 - 2020 in the areas of Math and Reading	Read Int, Math Int				Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	January March May
Daily Implementation of IStation and Imagine Math in Grades 3-5	Grade Level Teachers		2, 9	IStation and ISIP Reports; Imagine Math Usage Reports	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Conduct September Staff PD on Updates to MTSS Documentation (Social/Emotional Learning)	Admin		2, 9, 4	Staff PD Meeting Agenda	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	None Needed - Completed by the End of September
Conduct Regular Campus MTSS Meetings	Admin, Grade Level Teachers, Specialists, Read Int, Math Int		2, 9	MTSS/AWARE Documentation; Meeting Minutes	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Establishment of Campus House System for the Purpose of Community Building and Student Leadership	Admin; House Leaders		2, 10	House Meeting Minutes; House Treatment Agreements; House Rosters	Referral Data from 2019-2020; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State	October January March May

WIG 3: Through targeted behavioral and interventional strategies, as evidenced by district and state assessment reports between the dates of August 2019 and August 2020, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 5% in the areas of Math and Reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					Assessment Results	
Continue to have staff attend Ron Clark Academy in order to observe quality classroom and behavior management strategies	Admin, Grade Level Teachers	\$5,400	1, 2	Purchase Orders and Registration	Referral Data from 2019-2020; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Participation in District Social/Emotional Learning (SEL) Cohort for 2019-2020 School Year	Admin; Campus Counselor; Counseling Dept		2, 9, 10	Survey Results; Restorative Practice Evidence (Treatment Agreements, Classroom Circles)	Referral Data from 2019-2020; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Provide substitute coverage for staff for the purpose of holding extended planning sessions, data disaggregation, observation of colleagues and collaboration time.	Admin	\$5,788	1,8,9	Meeting Agendas; Meeting Artifacts; Observation; AESOP Reports	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Hire full-time math interventionist to support math intervention in grades 3-5.	Admin; Sharna Rhone, Math Int	\$35,000	1, 9, 5	Recommendation to Hire Form in AppliTrack	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May
Hold Family Literacy, Math and STEM Nights so that families may see quality strategies, hear vocabulary and see the rigor of specific content strands	Grade Level Teachers; Math Int	\$856	1, 6	Literacy, Math and STEM Night flyers, maps and parent sign-in sheets	Improvement in the Level of Student Achievement, as Evidenced by 2019-2020 Campus, District and State Assessment Results	October January March May

WIG 3: Through targeted behavioral and interventional strategies, as evidenced by district and state assessment reports between the dates of August 2019 and August 2020, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 5% in the areas of Math and Reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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**Texas Education Agency
2019 Closing the Gaps
STEPHENS EL (061901123) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Proficiency Status																
Target	36%															
Target Met	56%															
TELPAS Progress Rate	10															
TELPAS Progress	18															
TELPAS Total																
Total Indicators																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	8	9
Target Met	Y	Y	Y	Y	-	73	67	54	Y	N	Y	48	Y	Y	8	9
STAAR Component Score	56	40	49	65	-	73	67	54	47	32	27	48	59	49	49	49
% at Approaches GL Standard or Above	84%	77%	76%	89%	-	91%	100%	86%	79%	56%	53%	86%	84%	84%	84%	84%
% at Meets GL Standard or Above	54%	32%	45%	67%	-	73%	100%	43%	43%	28%	24%	36%	58%	44%	44%	44%
% at Masters GL Standard	29%	10%	26%	40%	-	55%	0%	33%	20%	13%	5%	21%	34%	19%	19%	19%
Total Tests	445	121	62	227	-	11	3	21	253	32	55	14	311	134	134	134
Total Indicators																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	8	9
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
STEPHENS EL (061901123) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Participation	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +			Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
										95%	100%	95%					
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELAReading	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	179	47	29	90	-	4	1	8	102	16	21	7	123	56	56	123	56
Total Tests	179	47	29	90	-	4	1	8	102	16	21	7	123	56	56	123	56
Mathematics	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	176	46	29	88	-	4	1	8	100	14	21	6	123	53	53	123	53
Total Tests	176	46	29	88	-	4	1	8	100	14	21	6	123	53	53	123	53

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Grade Level Pacing Guides; Report Card Assessments; Common Assessments; Scope and Sequence; District Assessments (ELI, KR, CLI Engage, DRA); Imagine Math Reports; I-Station Reports; Walkthrough Forms; Planning Documents; Technology

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Vertical Alignment in Upper ELAR	Continued PD on Reading Units of Study
Protected Time for Grade Level PLC Meetings	Vertical Alignment for PK-1 ELAR
Progression with Workshop Model of Instruction	Full-Time Math Support
Target Time Implementation (For Intervention/Extension)	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - Full-Time Math Support; Continued PD for Reading Units of Study
--



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

eSchool Data; Free/Reduced Lunch Information; Discipline Data; Student Data (New vs. Returning); Attendance Data; Program Data; Zoning Data; Mobility Rate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the

data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Student Mentor Programs	More Teacher Referrals for Early EXPO Identification
Backpack Buddies (Food for Kids) & Community Outreach	Upcoming Zoning Conversations
Implementation of Restorative Practices	
Data and Documentation for Referral Process	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - Earlier Referrals for EXPO Identification; Zoning



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Culture and Climate Survey; Volunteer Logs; Parental Feedback; Staff Feedback

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Communication to Parents (Grade Levels and Campus)	Male Mentor Program
Increasing Community Support and Adopters	More Community Events
Co-Curricular Opportunities to Include All Students	
SeeSaw Electronic Portfolios for Parents	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priority - Male Mentor Program



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Master Schedules; CLT Meeting Minutes and Agendas; Team Leader Meeting Minutes and Agendas; Schedules For Duties, Arrival, and Dismissal; Scheduling Committee Meeting Minutes; CIP

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Campus Communication to Staff	More Math Support
Time for Intervention and Tutorials	Campus Instructional Coach
Staff Input on Master Schedules	
Campus System of Expectations (CHAMPS)	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - Instructional Coach; More Consistent Math Support
--



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Climate and Culture Survey; Staff Feedback; Student Feedback; Parent Feedback

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Staff Cohesiveness	Continue Team Building and Celebrations
Increasing Levels of Student Respect and Behavior	Building Rapport with New Colleagues
Welcoming Atmosphere (Greeting Students)	More Individualized Recognitions

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - More Individualized Recognitions; Staff Celebrations



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

T-TESS Data; Staff Certifications; State Assessment Data; District Assessment Data; Staff Turnover Rate

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Low Turnover Rate of Staff Members	Continue to Provide Staff with Feedback
Teachers and Teams Using Their Strengths	Potential Differentiation of Staff PD
Mega Labs and PD Learning Opportunities	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priority - Continue to Provide Staff with Feedback; Potential Differentiation of Staff PD



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

ELI/DRA/KR Data; School Report Card Data; MTSS Data; Intervention Data; STAAR Data; Accountability Data; I-Station and Imagine Math Report Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Frequency of MTSS Meetings and Documentation Collected	More Alignment in PK-1 for Interventions
Increasing in Closing Achievement Gaps	Full-Time Math Support
Students are Increasing in both Reading and Math	Instructional Coach
Reading and Math Support Daily (3-5)	More PD Workshop Model Instruction in PK and K
	Vertical Alignment for Younger ELAR

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities -Instructional Coach; Full-Time Math Support; Lower Grade ELAR Alignment and Workshop Model of Instruction



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Technology Inventory; Technology PD

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
SeeSaw, FB, Twitter, Campus Electronic Newsletter	More Devices for All Classrooms (EXPO, Self-Contained, etc.)
Chromebooks	Technology Does Not Always Work
Instructional Tools - Google Classroom, Nearpod, etc.	More STEM/STEAM

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - More STEM/STEAM; More Devices for All Students



Summary of Priority Needs

Demographics...

Priorities - Earlier Referrals for EXPO Identification; Zoning

Student Achievement...

Priorities - Instructional Coach; Full-Time Math Support; Lower Grade ELAR Alignment and Workshop Model of Instruction

School Culture and Climate...

Priorities - More Individualized Recognitions; Staff Celebrations

Staff Quality, Recruitment and Retention...

Priority - Continue to Provide Staff with Feedback; Potential Differentiation of Staff PD

Curriculum, Instruction, and Assessment...

Priorities - Full-Time Math Support; Continued PD for Reading Units of Study

Family and Community Involvement...

Priority - Male Mentor Program

School Context and Organization...

Priorities - Instructional Coach; More Consistent Math Support

Technology...

Priorities - More STEM/STEAM; More Devices for All Students

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Amy Fetterman
Teacher	Kelly Kuyekndall
Teacher	Hannah McFerren
Teacher	Kimberely Shoebbotham
Teacher	Elisabeth Mallory
Teacher	Rebekah Perrone
Teacher	Nicole Sanders/Rebecca Fuller
Campus-Based Non Teaching Professional	Casye LeRay/Ashley Wright/Chris Rangel
Campus-Based Para or Operations Staff Rep	Leslie Johnson
District-Level Professional	Richelle Cook
Parent Rep	Karen Hoang
Parent Rep	
Community Rep	
Business Rep	Rudy Rangel
Business Rep	

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
8.27.19	3:20 p.m.	Library
9.24.19	3:20 p.m.	Library
11.12.19	3:20 p.m.	Library
1.14.20	3:20 p.m.	Library
3.3.20	3:20 p.m.	Library
4.7.20	3:20 p.m.	Library
5.5.20	3:20 p.m.	Library

Woodrow Wilson Elementary



Campus Improvement Plan 2019-20

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- I. Campus Improvement Planning Processes and Procedures
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- III. Mission, Vision, and Values
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 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

School Vision

To achieve our mission we will:

- Maintain high standards and expectations for students, parents, and staff.
- Establish a culture of learning that is innovative, research based, and student-centered.
- Actively recognize and celebrate effort, achievement, and success of all members of our school community.
- Cultivate a climate of caring, acceptance, and respect.
- Find patterns in data and use them to improve instruction.
- Build relationships so that students trust teachers and so that parents, teachers, and administrators trust each other.

School Values

At Woodrow Wilson, we value and celebrate:

Perseverance
CommUNITY
Innovation
Integrity
Responsibility



By May 2020, student achievement in all areas will improve by 5%, while reducing the instructional achievement gaps in subpopulations by a minimum of 10% as measured by district benchmarks, common assessments, and state assessments.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Targeted supplemental student support in literacy will be provided to students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student with the support of a Literacy coach and interventionist.	TI: \$36,592.50 (Salary) FTEs: 0.5 SCE:\$36,,592.50 (Salary) FTEs: 0.5 Persons Responsible: Administration, Instructional Coaches, Reading Recovery teacher and DLL Teachers, Students, all teachers.	CNA RS AA C IHQ AHQ	Lesson plans, observations, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, ELI, SELI , iStations, and STAAR results.	Increased student engagement and one year's growth.	August January April
Targeted supplemental student support in math will be provided to students using a variety of resources with an emphasis on increasing problem-solving skills with the support of a Math coach and interventionist.	TI: \$36,592.50 (Salary) FTEs: 0.5 SCE:\$36,,592.50 (Salary) FTEs: 0.5 Administrators, Instructional Coach, Teachers, Students, all teachers.	CNA RS AA C IHQ AHQ	Lesson plans, observations, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, Kathy Richardson, Math journals, STAAR results, Imagine Learning.	Increased student engagement and one year's growth for all students.	August January April
Targeted supplemental student support in Bilingual education will be provided to our bilingual students with a focus on building their native language and creating bilingual and biliterate students with the support of a Bilingual Coach,interventionist, and resources.	TI: \$36,592.50 (Salary) FTEs: 0.5 SCE:\$36,592.50 (Salary) FTEs: 0.5 Administrators, Instructional Coach, Teachers, Students	CNA RS OPD AA IHQ AHQ	Lesson plans, observations, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, ELI, SELI, and STAAR results, iStations.	Increased student engagement and one year's growth for all students.	August January April
Teachers will have supplemental professional development time through coaching and collaboration. Teachers will plan and develop lessons for each nine weeks that will require students to gain a deeper understanding of the TEKS required. Teams will function as a Professional Learning Community.	TI: \$18, 960.00 Admin, Teachers, Coaches, Instr. Specialist	CNA RS OPD T A AA C	PLC schedule, grade level planning meetings, resources for classroom teachers to increase achievement, walkthroughs, observations.	Increased student engagement and achievement.	August January April

By May 2020, student achievement in all areas will improve by 5%, while reducing the instructional achievement gaps in subpopulations by a minimum of 10% as measured by district benchmarks, common assessments, and state assessments.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
		IHQ AHQ			
A coaching and collaboration model will be used to improve Universal, Supplemental, and individualized instruction. Supplemental time will be provided to allow teachers to collaborate.	TI: \$18, 960.00 Read Int/ Coach, Bilingual Int/Coach, Math Int/ Instr. Coach	CNA RS OPD A AA C IHQ AHQ	IT schedule, IT meeting minutes, PLC artifacts, coaching/intervention log.	Decrease in students receiving Supplemental and Individualized support.	August January April
Through coaching, collaboration, and staff development, engaging activities and technology will be used to increase student achievement and engagement.	Admin, Grade Level Teams, Tech Team	CNA RS OPD T A AA C IHQ	Staff meetings, Purchase Orders, lesson plans, walkthroughs, Study Island, Classworks, Reading Counts, technology events, technology use by students, professional development.	Increase student engagement and academic achievement.	August January April
Increase parent communication through supplemental communication such as spring parent conferences and newsletters.	TI: \$1, 021.14 Teachers and Administrators	PI IHQ	Newsletters, updated websites, parent conferences, grade level parent meetings, sign in sheets, emails, Remind 101.	Increase collaboration between parents and the school.	August January April
A variety of parent involvement activities, literature for parents, and community events will be held.	TI: \$1, 021.14 Administration,, Dual Language Team, Team Leaders.	PI IHQ	Curriculum nights, Fine Arts programs, dual language events, parent training events.	Increase attendance at parent involvement events using sign in sheets.	August January April
Provide a variety of supplemental resources through our library, literacy library, and classroom libraries so that all students have	Administration, Librarian, Classroom Teachers,	RS OPD AA	Literacy Library, Library, classroom libraries, academic resources,	All students are provided several resources to have lots of reading books at	August

By May 2020, student achievement in all areas will improve by 5%, while reducing the instructional achievement gaps in subpopulations by a minimum of 10% as measured by district benchmarks, common assessments, and state assessments.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
opportunities to read several books at their reading level and language in order to have materials needed to be successful.	Inclusion Teachers, Dyslexia Teacher, Reading Specialist.	IHQ AHQ	eBooks, iStations.	their levels and materials needed.	January April
Targeted writing instruction will be provided to all students by collaboration using strategic writing planning, and specific individualized writing objectives.	Classroom Teachers, Instructional Coaches	CNA RS AA C IHQ	Writing binders, journals, student published work.	Students will gain one or more year's growth according to their grade level writing rubric.	August January April
Provide supplemental opportunities for students to experience real world learning through programs such as field trips to ensure a well-rounded education and to provide experiences to close the opportunity gap.	Classroom Teachers	CNA RS IHQ AHQ	Field trips, technology, variety of learning opportunities.	Students will have real world experiences through field trips that is applicable to their TEKS.	August January April
Support students in their educational achievement through the appropriate intervention.	TI: \$8,880.00 Coaches, Reading Interventionist, Math Interventionist, Administration, Counselor, Classroom Teachers, Instructional Paraprofessional.	CNA RS OPD AA IHQ	MTSS professional development, Staff development, PLC meetings, MTSS meetings, small group instruction, STEP program, instructional paraprofessional schedule, supplemental support.	Students will be provided the appropriate intervention.	August January April
Support Science, Technology, and Math through STEM resources.	Admin, Librarian, Read Int, Math Int, Classroom Teachers	CNA RS OPD IHQ AHQ	Purchase orders, Makerspace, classroom projects.	Engineering club participation.	August January

By May 2020, student achievement in all areas will improve by 5%, while reducing the instructional achievement gaps in subpopulations by a minimum of 10% as measured by district benchmarks, common assessments, and state assessments.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					April
Reduce the achievement gap between student groups including Economically Disadvantaged, LEP, Bilingual, ESL, and Special Education students.	Administrators and All Staff	CNA RS OPD A AA C IHQ	Professional Development, Special Education Staff schedules, interventions.	Achievement gap is reduced.	August January April

By May 2020, we will provide a safe and secure climate for learning that will prepare students to become lifelong learners as evident by a 10% increase in positive perception through the Campus Culture & Climate Survey.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Staff and student recognition	Administrators, Counselor, Teachers, and students	CNA IHQ AHQ	9 week award assemblies, staff meetings, staff celebrations, perfect attendance, mighty mustangs, superstar students, morning broadcast, staff birthdays, grade level spotlights.	Staff celebrations, students recognized at assemblies and morning broadcast, grade levels recognized.	August January April
We will continue to maintain a campus culture and feeling of safety that promotes high academic achievement in a risk-free environment.	All staff and students	CNA RS IHQ AHQ	Character counts; Second step: A violence prevention program. Steps to respect: A bullying prevention program. PTA sponsored programs. Stand up Against Bullying Day. Campus Clubs	Campus culture will be inviting and safe	August January April
Support staff and students to build on their talents and strengths.	All staff and students	CNA RS IHQ AHQ	Strengths Academy staff development, 4th grade student strength assessment, lesson plans, morning announcements, staff development plans.	Staff and 4th grade students will know their top signature strengths and how to build on their strengths to grow in a positive way.	August January April
We will continue to promote positive health and fitness for our students and staff.	All staff	RS IHQ AHQ	Fitness program, District track meet, PE club for 4th and 5th graders, Health lessons, Field Day.	Students and staff will be encouraged to live a healthy and fit lifestyle.	August January April
Support students through restorative practices positive behavioral support.	Administration, Counselor,, Classroom Teachers	CNA RS OPD	Staff development, PLC meetings, MTSS meetings, small group instruction,	Students will be supported through restorative practices and provided the	August

By May 2020, we will provide a safe and secure climate for learning that will prepare students to become lifelong learners as evident by a 10% increase in positive perception through the Campus Culture & Climate Survey.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
		AA IHQ	STEP program, professional development.	appropriate behavioral intervention.	January April

**Texas Education Agency
2019 Closing the Gaps
WILSON EL (061901109) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target	36%															
Target Met	Y															
TELPAS Progress Rate	42%															
TELPAS Progress	31															
TELPAS Total	73															
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	1	1
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
STAAR Component Score	58	47	49	65	17	86	22	-	46	42	28	58	60	48	-	-
% at Approaches GL Standard or Above	86%	79%	83%	89%	42%	100%	67%	-	80%	77%	47%	91%	88%	74%	-	-
% at Meets GL Standard or Above	57%	42%	45%	66%	8%	100%	0%	-	42%	38%	26%	63%	60%	45%	-	-
% at Masters GL Standard	31%	20%	18%	39%	0%	57%	0%	-	16%	10%	12%	20%	33%	25%	-	-
Total Tests	790	66	218	484	12	7	3	-	322	111	109	35	657	133	10	10
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	10	10
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
WILSON EL (061901109) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators Participation	EL (Current & Monitored) +										Non-Continuously Enrolled	Total Met	Total Evaluated	
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)				Special Ed (Former)
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading														
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
# Participants	302	29	81	184	4	3	1	127	44	14	249	53	53	53
Total Tests	302	29	81	184	4	3	1	127	44	14	249	53	53	53
Mathematics														
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
# Participants	301	29	80	184	4	3	1	126	43	14	248	53	53	53
Total Tests	301	29	80	184	4	3	1	126	43	14	248	53	53	53

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

District scope and sequence based on teacher knowledge UBD units Common assessments Report card assessments Units of Study
--

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Using assessment data to determine intervention	K-2 Intervention groups need to be consistent, Permanent K-2 Interventionist needed
Small groups targeted areas of weakness	Materials and resources for new standards
Some students receive direct services	Units of study Reading resources and support.
Consistent intervention in 3-5 grade	Units of Study Writing resources and support.
STEM resources such as materials for science, technology, engineering, and math.	Resources for classrooms for increased rigor.
Spanish reading materials	Math Facts-games or competition
Using assessment data to identify strengths and weaknesses.	Workshop implementation for math and literacy.
Data to drive intervention and enrichment	
Grade level common assessments	
Study Island	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Workshop implementation staff development
STEM resources such as materials for science, technology, engineering, and math
Time provided for staff for professional learning communities
Materials and resources for classrooms to help with planning for increased rigor Tier I and Tier II differentiation
Scheduling support to allow time for interventionist to work with Kindergarten, 1st grade, and 2nd grade
Spanish reading materials



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Enrollment
Attendance
Gender
Special program participation
Teacher-student ratios

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
2 EXPO teachers	Data shows a need for K-2 inclusion and at risk student support for both intervention and special education
Bilingual interventionist	Mentor Program for students
Math interventionist	Smaller class sizes
ESL interventionist	K-2 math interventionist and K-2 reading interventionist
Reading interventionist	Quarterly program for families new to Woodrow Wilson
Special education population reflects campus enrollment	STEAM resources and materials
Title 1 resources	
Spanish dyslexia trained teacher	
Opportunities for all students to experience real world learning through field trips.	
STEP program for non EXPO students	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Special Education and at-risk student support for both intervention and Special Education
Resources and materials to support the STEAM program

Continue funding a Math coach and interventionist
Continue funding a Reading coach and interventionist
Continue funding a Bilingual coach and interventionist
Resources and materials to support the STEP program



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Volunteer information
Demographic data
Parent involvement in classrooms
Parent involvement at events
Parent satisfaction surveys

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Literacy night	College awareness for students
Math and Science night	Community volunteers for mentor breakfast.
Science Fair	Increase parent involvement for hispanic families
Dual language events	Community event at neighborhood centers
College and career week	Community Partners for mentor program
Spring parent conferences for Kinder and 1st	Parent curriculum nights
Parent conference time	Paper communication when needed
Volunteers for STEAM club	Community engagement events
Chess club	Partner with ATC for Career awareness
Parent meetings	Parent/Teacher behavior support presentation (1 per semester)
Character assemblies	Social media marketing presence (in both languages)
Extracurricular events	
Communication in English and Spanish	
Ballet Folklorico	
Fine Arts Night	

Spring parent conferences	
Student portfolio showcases	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Community partners for mentorships
Increase parent involvement for our spanish speaking families
Continue family and parent community events
Curriculum nights to showcase what students have learned and future learning



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

School Structure
Decision-Making processes
School leadership
Duty schedule
Campus schedule
Interventionist schedule

Campus map

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
MTSS Tier 1 and Tier 2	K-2 math Interventionist
Reading interventionist support (K-5)	More special education staff
Campus leadership team	Scheduling help for Special education minutes and schedule.
Title 1 funds devoted to increased support in areas of need such as STAAR intervention and resources	Schedules for interventionists
Consistent climate of excellence, high expectations, and respect for students and staff	MTSS process
Math interventionist/ coach	Full time math coach
Grade level lunches at the same time	Full time math interventionist
	Protected instructional time in the classrooms.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Scheduling help for Special Education minutes and schedule.

Interventionist schedule to allow for multiple grade support

Update master schedule to allow for classroom protected time.



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Teacher surveys
Parent and community surveys
Teacher feedback
Student feedback
Walkthrough data

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Family involvement	Celebration activities
Staff resourceful i.e. grant writing	Support and resources for Units of study by May of previous year
High expectations- relationship building/ academics	Communication with parents about student progress
Overall classroom management	Updated and maintain technology to support 21st century skills
Teacher-student interactions	Emphasize Wilson strengths with students
Time management	4th grade students identify their strengths
Great reading/ library culture	Large and active PTA (after hours)
Social skills training	Improved PTA communication with staff-such as a teacher liaison.
Skills to support 21st century learning	PTA connections to school events/programs i.e. math/science night, STEAM night, after school clubs
MTSS student support for behavior	Restorative practices discipline training.
Health and fitness is encouraged for students and staff.	Character traits recognition i.e. mustang award
	Connection with local colleges and

	Universities
	Culture of respect for all

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continue to build on staff and student recognition and celebrations
Continue to communicate and support parent involvement activities
Increase communication with parents in regards to student performance
Increase student behavioral support
4th grade students strengths finder



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Teacher certification data
Staff effectiveness
Walkthrough data
Service years

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Staff is very knowledgeable	Newcomers questions and answers
Decisions are data driven	K-2 interventionist
Staff development meets the campus needs	Inclusion teacher training for specific grade levels.
Self evaluations	
DATA driven staff development	
Staff retention rates	
Mentor programs for new to position	
Recruitment activities	
Staff appreciation	
New teacher time with mentors and instructional coaches.	
Book studies that promote staff professional growth	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Provide time for teachers to spend with mentor teachers and instructional coaches

Provide time for new to campus to spend with mentor groups and administration



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

State Assessment Data
TELPAS Data
Course/Class Grades
Retention Rates
Teacher feedback
Teacher observation
Teacher Data
Benchmark Data

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Students start using Reading counts as early as possible	Need more vocabulary resources
Study Island is provided in all subjects in English and Spanish	Need more spanish resources and materials
Reading interventionist	Intervention groups are large
Reading Coach	Planning sessions/periods often are interrupted
Math interventionist	Usable/consumable/able to copy resources
Math Coach	Vertical Planning Time-gap reduction between grades.
Title 1 tutors for intervention	Planning time for workshop model
Strong PTA support	Interventionist for K-2 for Math
STAAR Alt 2 is appropriate through IEP	Interventionist for K-2 for Reading
After school snacks for tutoring	Special Education students underperform on State Assessments when compared to their peers.
Units of Study training	Staff development for Workshop model of instruction.
Saturday School for Bilingual/ESL students	
Bilingual interventionist/coach	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Staff development to support Units of Study implementation
Intervention time for Kindergarten-2nd Grade
Additional materials and resources for classroom instruction
Additional materials and resources for bilingual classrooms and instruction
Time for teachers to have vertical alignment PLC
Special Education support to reduce the achievement gap
Staff development to support Workshop Model of instruction



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Teacher data Classroom data District technology plan
--

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
3-D printer	Availability of class set of chromebooks
Technology is used as a teaching tool	Monitoring technology use for damage to hardware
Computer labs are used daily	21 century computer skills-Coding or using computer programs
Technology check-out systems runs smoothly	Document cameras are dying and need to be replaced
Technology can be motivating in all curriculum areas	Online safety curriculum
Online textbooks	Interactive whiteboards
Reading Counts	Online textbook training
Study Island	Chromebooks or Ipads available for K
TIA opportunities	Technology relevant training
Campus technology specialist	Equitable Spanish resources
Substitutes can use the technology	Aging campus iPads and chromebooks need to be replaced.
Student Portal	Access to copier before and after office hours
STEAM club	Full time campus technology specialist
Maker Space	Replacement grade level/library printers
	Wifi strength/ connectivity (Istations continues to be a problem)

	Robotics
	Instructional technology in specials rotation

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Technology availability for class sets
Replacement of old equipment such as printers
Technology instruction for students such as Robotics.
Online safety student training
Interactive whiteboards
Full time campus technology specialist
Strong Wifi connectivity
Equitable spanish resources



Summary of Priority Needs

Demographics...

Special Education and at-risk student support for both intervention and Special Education
Resources and materials to support the STEAM program
Continue funding a Math coach and interventionist
Continue funding a Reading coach and interventionist
Continue funding a Bilingual coach and interventionist
Resources and materials to support the STEP program

Student Achievement...

Staff development to support Units of Study implementation
Intervention time for Kindergarten-2nd Grade
Additional materials and resources for classroom instruction
Additional materials and resources for bilingual classrooms and instruction
Time for teachers to have vertical alignment PLC
Special Education support to reduce the achievement gap
Staff development to support Workshop Model of instruction

School Culture and Climate...

Continue to build on staff and student recognition and celebrations
Continue to communicate and support parent involvement activities

Increase communication with parents in regards to student performance
Increase student behavioral support
4th grade students strengths finder

Staff Quality, Recruitment and Retention...

Provide time for teachers to spend with mentor teachers and instructional coaches
Provide time for new to campus to spend with mentor groups and administration

Curriculum, Instruction, and Assessment...

Workshop implementation staff development
STEM resources such as materials for science, technology, engineering, and math
Time provided for staff for professional learning communities
Materials and resources for classrooms to help with planning for increased rigor Tier I and Tier II differentiation
Scheduling support to allow time for interventionist to work with Kindergarten, 1st grade, and 2nd grade
Spanish reading materials

Family and Community Involvement...

Community partners for mentorships
Increase parent involvement for our spanish speaking families
Continue family and parent community events
Curriculum nights to showcase what students have learned and future learning

School Context and Organization...

Scheduling help for Special Education minutes and schedule.
Interventionist schedule to allow for multiple grade support
Update master schedule to allow for classroom protected time.

Technology...

Technology availability for class sets
Replacement of old equipment such as printers
Technology instruction for students such as Robotics.
Online safety student training
Interactive whiteboards
Full time campus technology specialist
Strong Wifi connectivity
Equitable spanish resources

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Kim Schenck
Teacher	Edie Jackson
Teacher	Rachel Denbek
Teacher	Heidi Torres
Teacher	Nikki Lambert
Teacher	Nancy Cheek
Teacher	Cheryl Kruger
Campus-Based Nonteaching Professional	Nancy Rana
Campus-Based Para or Operations Staff Rep	Amanda Crum
District-Level Professional	Amy Molina
Parent Rep	Melissa Cooper
Parent Rep	Misty Hamner
Community Rep	Ben Oehlschlaeger
Community Rep	Vicki Sargent
Business Rep	John Mallouf
Business Rep	Whitney Gohlke

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
8/27/19	3:15-4:15	Woodrow Wilson Library
1/28/2020	3:15-4:15	Woodrow Wilson Library
4/28/2020	3:15-4:15	Woodrow Wilson Library