

**2015-2016
Campus Improvement Plan
for
Braswell High School**

Denton ISD

Mission Statement

Denton ISD's Mission Statement

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

Braswell High School's Mission Statement

Braswell High School commits to engaging a community that includes students, staff, parents, and business partners in order to build a strong instructional and cultural foundation for the school.

Board Goals

Denton ISD's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Campus Improvement Plan Braswell High School

Progress Report Date:

WIG 1

BHS will develop a strong instructional capacity by aligning classroom norms, expectations, academic language, and classroom strategies with feeder schools by May, 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Meet with 380 principal PLC at least five times.	380 principals		1. PLC meetings are scheduled and conducted. 2. LG attends PLC meetings regularly.	1. LG is able to communicate instructional expectations that are 380 aligned to new faculty and staff.	
Spend one day a week on a feeder campus, with time in an instructional setting.	LG		LG will be on a feeder campus once a week.	1. LG is able to communicate instructional expectations that are 380 aligned to new faculty and staff.	
BHS will communicate instructional expectations to students and parents through monthly stakeholder gatherings.	LG		1. Parents and students know what is expected from students in the classroom. 2. Teachers can facilitate instructional expectations.	Students will be able to articulate instructional expectations when asked.	

Campus Improvement Plan Braswell High School

WIG 2

BHS will build a strong cultural foundation for the school through stakeholder involvement by May 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
BHS staff will hold monthly stakeholder meetings to keep the community informed and solicit feedback about events for the 2015-2016 school year.	BHS Staff		Stakeholder meetings are scheduled.		
BHS staff will organize and facilitate student group meetings at for BHS zoned students at Ryan High School and Denton High School.	BHS Staff; RHS Administration; DHS Administration		Group meetings are scheduled and held at Ryan and Denton High Schools.	Students at RHS and DHS are able to participate in the development of BHS student procedures.	
BHS staff will release a new branding campaign every 3-4 months. July-August- Colors/Mascot Committee voting September- Colors and mascot unveiling October-November- Release of new spirit wear December-January- #BeBraswell Campaign February-March- Emerging student groups April-May- TBD	BHS Staff; Communications Department		New branding campaign every 3-4 months.	The 380 community remains excited about the opening of BHS. BHS is mentioned in multiple publications each month.	

Braswell High School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Braswell High School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

**2015-2016
Campus Improvement Plan
for
Billy Ryan High School**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

Billy Ryan High School's Mission Statement

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.

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

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- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
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V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

**Campus Improvement Plan
Billy Ryan High School**

Progress Report Date:

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.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Employ early intervention strategies by counselors, APs, Diagnosticians & teachers for any students exhibiting at risk behaviors</p> <p>X Addresses missed system safeguard</p>	<p>Accountability summaries, Grade Reports, PGPs, AWARE, RTI, Assessments, Attendance Record, Discipline Referrals, Schedule of Services (4B), Data Dashboard</p> <p>All staff</p>		<p>Number of Disciplinary Referrals, Decrease in Truant Students, Bonus Round Data, Teacher Tutorials</p>	<p>Accountability Summary Completion Data, Repeaters Report</p>	<p>Oct</p>
<p>Maintain continuous communication between staff and parents regarding students' progress</p>	<p>Home Access Center, Naviance Grade Reports, 3 wk IPR's Campus Webpage, Teacher Webpage, District All Call System, Monthly Newsletter, Open House, Parent Orientation, Senior Parent Meetings, Facebook Fanpage</p> <p>All Staff</p>		<p>Parent Surveys, Increased Parent Participation, Increased Parent Volunteer Hours, Increased enrollment of Campus Facebook Fanpage</p>	<p>Record of Volunteer hours, Parent Contact Documentation, Increased Use of Webpage, Facebook Fanpage Enrollment</p>	<p>Oct</p>

Involve Assistant Principals in the tracking and monitoring of student attendance and employ earlier interventions for truant students	<p>Attendance Records, Weekly Attendance Report, Teacher Access Center, Student Health Records, Attendance Review Committee, Attendance Code Training, Implement Truancy Referral Document</p> <p>Assistant Principals, Attendance Officer</p>		Increased Daily Attendance, Decreased Truant Students, Accurate Attendance Coding	Accountability Summary, Distinction Designations, Completion Data, Increased ADA	Sept
<p>Utilize Academic At Risk Liaison to evaluate progress of students who are at risk of failing STAAR and coordinate interventions (workshops, tutorials, Sat. school sessions, etc.) with the Dean of Instruction for identified at risk students.</p> <p>X Addresses missed system safeguard</p>	<p>AWARE, GradeSpeed, Attendance Records, Rti Forms ELL and LPAC reports</p> <p>Ruby Kovoov Academic At Risk Liaison (AARL), Dean of Instruction</p> <p>SCE \$40000 FTE 0.667</p> <p>SCE \$17476</p>		AWARE Data, Grade Reports, Rti Data	Accountability Summary, EOC results, Completion Data	Oct

Provide opportunities for Credit Recovery during school and after school, including alternate options for payment of credit recovery fees.	Odyssey, Thursday Night Monitors, Computer Lab, Saturday school, 9th Grade Monitors, online resources Administration, Counselors, Dean of Instruction, Thursday Night and Saturday School Monitors, Credit Recovery Teachers		Multiple Opportunities to Recover Credits	Credit Recovery, Completion, Decrease in Repeaters	Jan
Implement BLAST program during the school day to address social, personal, and communication/language skill development in At-Risk students. X Addresses missed system safeguard	Gallup BLAST curriculum, Tutors, STAAR Study Guides, Attendance Incentives, AWARE data Two faculty members, Administration, and Counselors. RHS SCE \$20000		Grade Reports, Office referrals, EOC results	Accountability Summary Completion data	Nov
Continue trailer courses for Algebra I, Math Models, & Algebra II in order to keep students on grade level. Provide sheltered Algebra. Algebra II, Math Models and Geometry ESL classes. Provide inclusion classes in Algebra I, Geometry, Math Models, & Algebra II. X Addresses missed system safeguard	Grade Reports, AWARE, Bonus Rounds, ELLC, ARDs, Case Monitors, Schedule of Services (4B) Teachers, Counselors, Administration, Dean of Instruction, ESL Teachers, Inclusion Teachers, Regular Education Teachers, Diagnosticians.		Assessments, Grade Reports, Transcript, PGP State Reports, Use of ELLC, Schedule of Services Page (4B)	EOC Results, Credits Earned, Math Credit Earned, Grade Reports.	Jan

Increase enrollment of minority and at-risk students in Pre-AP, AP, and Dual Credit classes.	AP Potential Rosters, Grade Reports, Teacher Planning Time Teachers, Testing Coordinator, Associate Principal, Counselors		Increased Opportunities for Minority and At-Risk Students to enroll in Pre-AP, AP, and Dual Credit courses, PGP, Parent Meetings	Increased Enrollment of Minority Students in Pre-AP, AP, and Dual Credit Courses, Participation in Parent Meetings	Jan
Offer Affordable SAT & ACT Prep course, with scholarships available, to all students in need. Offer PSAT prep class as an elective to sophomores.	SAT On-line Course, Revolution Prep Courses, Mock SAT & ACT Exams, Webpage, Mail Outs Counselors, Administration, Dean of Instruction, Testing Coordinator		Opportunities for Students to Practice SAT & ACT Exams, Communication to Students and Parents about SAT & ACT Prep Opportunities	Improved SAT & ACT Exam Results	Dec
Monitor attendance of all students through period-by-period attendance, with established attendance reporting policies for teachers and phone calls to parents and involve assistant principals in the referral process. X Addresses missed system safeguard	District Calling System, Attendance Report Attendance Officer, Administration, Attendance Clerks, Truancy Personnel, Teachers		Daily Phone Calls to Parents by District Calling System, Consistent Use of Campus Attendance Reporting Procedures, Truancy Letters, Weekly Monitoring of Attendance Report, Monthly ARC Meetings, Universal Truancy Referral Document	PEIMS Attendance Report, Decrease in Truancy Rate, Increase in Completion Rate	Jan

<p>Offer tutorial sessions WITHIN the school day for At-Risk students who cannot attend before or after-school Tutorials (due to transportation and/or work issues). Sessions will be offered during numerous blocks and staffed by National Honor Society members.</p> <p>X Addresses missed system safeguard</p>	<p>Select teachers (classroom monitor/attendance). National Honor Society students. Counselors (monitor)</p>		<p>Daily attendance by target population in tutorials.</p>	<p>Increase in class grades and attendance of at-risk population</p>	<p>Jan</p>
<p>Increase volume, quality, and participation of Look 2 Learning walkthroughs among administration and faculty.</p> <p>Department goals combined into singular campus goal of increasing students' ability to clearly state the learning objective (L2L level "3") by 50%</p> <p>Secondary goal to achieve a greater number (>10%) of "higher order" observations during each semester.</p>	<p>District "Training of trainers" and L2L administrative training.</p> <p>Administration, department chairs, district coordinators</p>		<p>Have all administrators trained in L2L by November 2016.</p> <p>Participate in revolving administrative walkthrough sessions at all high schools</p> <p>Share walkthrough data with departments and PLCs</p>	<p>Increase in meaningful feedback aimed at improving instruction.</p> <p>L2L data utilized in PLC planning.</p> <p>Increase in the observed rate of students able to clearly state a learning objective (L2L level "3").</p>	<p>Nov</p>
<p>Address pedagogical needs of Special Education students by re-assigning a proportion of the RHS Inclusion faculty to better align content areas and certifications/majors.</p> <p>X Addresses missed system safeguard</p>	<p>Associate Principal department chairs</p>		<p>New faculty teaching assignments</p>	<p>Accountability summary EOC results (AWARE)</p>	<p>May</p>

Campus Improvement Plan Billy Ryan High School

WIG 2

By the end of the 2015-2016 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 25%.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Direct "marketing" of clubs/organizations to student body (and specifically to target population)	Naviance Website Webpages Facebook Sponsors Counselors		Direct contact with Students	Measurable increase in organization/club membership	Oct
Review of new faculty member interests/skill sets to identify new ideas for clubs and/or potential faculty sponsors	Principal and Associate Principal		Meeting held Communication	New clubs former and/or new sponsors identified	Sept
Utilization of new library "Makerspace" to identify student interests not addressed by current organizations.	Librarian Associate Principal		Student interest in Makerspace/usage.	Increased library usage during lunches and off-hours. Online collaborations with other Makerspace groups. Competition attendance	Nov
Solicitation of outside sources of funding/sponsorship for previously identified student-interest clubs	Administrators Faculty		Meetings held Follow-up strategies for developing new/alternative activities for students (if necessary)	New clubs/organizations formed.	Sept

Billy Ryan High School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Billy Ryan High School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



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
- LEPAS 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.

<u>SAT/ACT/PSAT Results and Readiness Reports</u>	<u>AP student polls</u>
<u>State Assessment Data (TAPR)</u>	<u></u>
<u>AP / Dual Enrollment data</u>	<u></u>
<u>Course/Class Grades</u>	<u></u>
<u>AWARE data ("stoplight" report)</u>	<u></u>

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 reveals 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

Significant increase in Eng. II EOC scores.

Highest number of AP tests taken in RHS history.

Noted increase in Hispanic (and LEP) Eng. I and II STAAR scores

6.3% increase in SAT scores with noted increases in all 3 reporting areas of the assessment.

ACT scores increased from an average 20.4 to 21.3 in 2015

RHS exceeded standard on all four Indices of the 2015 Accountability Summary

The Postsecondary Readiness Index of the Accountability Summary increased to 81 (compared to a target score of 57)

Summer STAAR retest data indicates a positive correlation between targeted ELA instruction and passing rates.

Needs

Underperformance of Special Education populations on STAAR tests indicates that some students are not testing at the correct level.

Low SES population performance on Eng. I and Alg. I STAAR tests (>5% decrease)

2.6% average decrease in STAAR EOC scores across total student population.

Approximately 15% of AP students report regular attendance at scheduled study sessions. The vast majority report a lack of transportation or family/work obligations as a reason for missing the sessions.

Some students report a lack of academic rigor consistent in some AP courses

Summary of Needs

Re-assignment of Special Education Inclusion teachers to better align skills with content areas/certifications.

Continue contract with Sylvan to provide SAT and ACT test prep services.

Address SPED testing placement concerns with Diagnostician and Counseling staff.



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.

TEA Accountability Calculation Report

eSchools Plus

Data Dashboard

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

Findings/Analysis

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Look for patterns in the data that reveals 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

5 year Graduation Rate increased from 98.0% to 99.1%

Current enrollment of over 80 additional students
(compared to Fall 2014)

Total ELL population shows no overall increase (265 to
279 - proportional to overall student increase). Total RHS
ELL population equals 11%

Total SPED population shows no overall increase (233 to
250 - proportional to overall student increase). Total RHS
SPED population equals 10%

Total low-SES population shows an overall decrease (1361
to 1312). Total RHS low-SES population down to 53% from
56%

Faculty and staff diversity continues to increase and better
reflects student population but is still lacking in critical
groups.

Needs

Continue to address the basic
service/nutritional/transportation needs of low-SES
students

Tutorial and technology access for At-Risk/low-SES
students needs to be addressed.

Summary of Needs

Continue to address the basic service/nutritional/transportation needs of low-SES students.

Tutorial and technology access for At-Risk/low-SES students needs to be addressed.



School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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 and student surveys

Administrative reviews

Naviance

Classroom walkthrough data

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 reveals 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

Overall survey responses note a "Welcome, friendly" atmosphere and "Competent and caring teachers."

Students believe the school sometimes feels "over-crowded" but that this feeling will be mitigated once Braswell HS opens.

Teacher communication is generally timely and efficient.

The school website does a good job of informing all stakeholders of activities and opportunities on campus.

Parents indicate that faculty are generally very approachable and care about their students.

Needs

Students' most negative comments were the condition of bathrooms and "crowded, chaotic halls."

Bathrooms also received the lowest "safety" response in surveys (3.2 out of 5 compared to a high of 4.1 elsewhere in the school)

Summary of Needs

Students' most negative comments were the condition of bathrooms and "crowded, chaotic halls."



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 Programs 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/Qualification Data

Faculty and Staff surveys

PDAS evaluations

TEA Accountability data

First Year Teacher Academy data

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Strengths

Average 87% attendance rate (Fall attendance is slightly higher than Spring)

10% average annual turnover rate. The majority of these are teachers with <5 years experience.

49% of RHS faculty have >11 years of experience. This is substantially higher than the state average.

100% of the RHS faculty are rated as Highly Qualified.

All AP faculty have attended College Board training for their classes.

Needs

Some new teachers state that they would prefer more guidance with procedures and technology.

Time for new faculty members to work with mentors during the school day.

Summary of Needs

Some new teachers state that they would prefer more guidance with procedures and technology and time to work/plan with mentors.



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.

Scope and Sequence, Pacing Guides; and/or Other Focus Documents

Look 2 Learning Walkthrough Data

PDAS Walkthrough Data

Texas Academic Performance Report

AP Yearly Report and District review

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Strengths

PLC process continues to mature and significant gains have been witnessed in ELA and Biology.

Look 2 Learning data indicates an increase in the percentage of students able to clearly articulate a learning objective (Level III)

Faculty are utilizing more varied means of informal and formative assessment (Walkthrough data)

Faculty have increased the utilization of web-based/digital content in the classroom.

Needs

Expansion and maturation of the PLC process will need to continue as the district expands the use of standardized assessment in the core areas.

Assessment policy adjustments enacted this Fall will require monitoring and administrative oversight.

Summary of Needs

Expansion and maturation of the PLC process will need to continue as the district expands the use of standardized assessment in the core areas.

Assessment policy adjustments enacted this Fall will require monitoring and administrative oversight.



Family and Community Involvement

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

Potential Data Sources:

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

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.

EDM Dashboard Data

Parent Surveys through Naviance

Community feedback

PTSA input

Texas Academic Performance Report

See page 12 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 reveals 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

Family and community members generally report that RHS is a very welcoming school and it is "easy to get involved."

Parents state that faculty, counselors, and administration are accessible and communicate quickly and efficiently.

The decrease in low-SES population should correlate to a reduction in student mobility.

Needs

Alternative tutorial and/or transportation issues continue to exist due to the mobility of our student population and the large geographic area served by RHS.

A slight decrease in parent volunteers has been noted in the last two years.

Summary of Needs

Alternative tutorial and/or transportation issues continue to exist due to the mobility of our student population and the large geographic area served by RHS.



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, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- 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

Faculty Survey

School Map and Physical Environment

Department Chair and Faculty Meeting Input

Organization Chart

Support Structures: Mentor Teachers

Administrative Duties and Responsibilities (Handbook)

See page 13 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 reveals 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

Administration is known to be accessible and supportive of faculty

A vast majority of the faculty report that they have adequate to complete autonomy in deciding content and assessments.

Recent changes in physical facilities (library, Commons, etc.) have augmented an already strong school climate.

Faculty selection procedures/guidelines have allowed administrators to hire and retain highly qualified new faculty members.

Needs

Large student population makes transition times difficult for faculty, students, and visitors

An increase in the number of "floating" teachers has placed an increased demand on classroom and office space.

Summary of Needs

Large student population makes transition times difficult for faculty, students, and visitors.

An increase in the number of "floating" teachers has placed an increased demand on classroom and office space.



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 Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- 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 worlds 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.

Educational Technology Specialist input

Resource Allocations

Texas Academic Performance Report data

Faculty surveys

iPad and Chromebook cadre communications

PLC discussions

See page 14 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 reveals 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

CTS and support staff continue to provide excellent support to faculty and staff

Faculty use of TAC tools for classroom management has increased over the last year.

Chromebook usage has increased school-wide

Increase in technology programs through the library have provided an additional (and non-curricular) technology "access" for students

Increase in Wi-Fi access has helped tablet/BYOD usage in outlying classrooms.

Needs

A common response from faculty is that more technology is needed (Chromebooks, smartboards, tablets, etc.).

More district In-service time dedicated to technology usage (for instruction and assessment).

Computer lab access/scheduling continues to be an issue.

Summary of Needs

A common response from faculty is that more technology is needed (Chromebooks, smartboards, tablets, etc.).

More district In-service time dedicated to technology usage (for instruction and assessment).

Computer lab access/scheduling continues to be an issue.

Comprehensive Needs Assessment Summary of Priority Needs Billy Ryan High School

Demographics:

Continue to address the basic service/nutritional/transportation needs of low-SES students.

Tutorial and technology access for At-Risk/low-SES students needs to be addressed.

School Culture and Climate:

Students' most negative comments were the condition of bathrooms and "crowded, chaotic halls."

Curriculum, Instruction and Assessment:

Expansion and maturation of the PLC process will need to continue as the district expands the use of standardized assessment in the core areas.

Assessment policy adjustments enacted this Fall will require monitoring and administrative oversight.

School Content and Organization:

Large student population makes transition times difficult for faculty, students, and visitors.

An increase in the number of "floating" teachers has placed an increased demand on classroom and office space.

Student Achievement:

Re-assignment of Special Education Inclusion teachers to better align skills with content areas/certifications.

Continue contract with Sylvan to provide SAT and ACT test prep services.

Address SPED testing placement concerns with Diagnostician and Counseling staff.

Teacher Quality:

Some new teachers state that they would prefer more guidance with procedures and technology and time to work/plan with mentors.

Family and Community Involvement:

Alternative tutorial and/or transportation issues continue to exist due to the mobility of our student population and the large geographic area served by RHS.

Technology:

A common response from faculty is that more technology is needed (Chromebooks, smartboards, tablets, etc.).

More district In-service time dedicated to technology usage (for instruction and assessment).

Computer lab access/scheduling continues to be an issue.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Raiford Malone
2) Classroom Teacher	Karen Guenther
3) Classroom Teacher	Carol Long
4) Classroom Teacher	Lauren Townsley
5) Classroom Teacher	Robert Lamon (EIC)
6) Classroom Teacher	Tiffany Biggers
7) Campus-based Nonteaching Professional	Erin Coulter
8) Campus-based Paraprofessional and Operations Staff	Ross Garison
9) District-level Professional	Robert Stewart
10) Parent	Gwen Kizer
11) Parent	Stephanie Lundgren
12) Community Member	Daniel Cruz Sr.
13) Community Member	Lucas McCullom
14) Business Representative	Jerry Seay

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	09/16/15	4:15 pm	The Conference Room
2	10/21/15	4:15 pm	The Conference Room
3	11/18/15	4:15 pm	The Conference Room
4	01/20/16	4:15 pm	The Conference Room
5	02/17/16	4:15 pm	The Conference Room
6	03/23/16	4:15 pm	The Conference Room
7	04/20/16	4:15 pm	The Conference Room
8	05/18/16	4:15 pm	The Conference Room

**2015-2016
Campus Improvement Plan
for
Denton High School**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

Denton High School's Mission Statement

Denton High School, in partnership with the teachers, the home, and the community, is dedicated to the development of knowledgeable, compassionate individuals who actively and ethically, contribute to the betterment of our world. By providing challenging and educational experiences that encourage cooperation, creativity and intercultural understanding, DHS aims to create life-long learners who embrace the diversity of others.

Board Goals

Denton Independent School District 's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Campus Improvement Plan Denton High School

Progress Report Date:

WIG 1

Denton High School will increase, in Algebra and English, the number of students passing the state graduation assessments by 5% for the 2015-16 assessment calendar and increase the percentage of students achieving a Level 3 mastery to 25% for all content areas.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement Instructional Coaching on the campus with Teachers being the Instructional Coach	Admin, ALT, trained staff		Master Schedule Professional Development Meeting Agendas Notes from Coaching Meetings	Improved instruction in the classroom using research based instructional strategies	Oct Jan Apr
Meet with PLC's in tested areas monthly	Admin, IB coordinators		Monthly meeting agendas	Teachers will be improving their teaching by the coaching taking place.	Oct Jan Apr
MYP based PLCs	Kim Thaggard, Administration		Monthly agendas		Apr
Look 2 Learning Rounds	teachers, admin, ALT		Data Scripts	Student Achievement	Jan
Look 2 Learning Walks	teachers, admin		Look 2 learning data	Teachers will be improving their teaching from the data collected and the coaching taking place.	Nov Apr
Professional Development as needed for teachers	admin, department chairs		certificate of attendance	data collected from look 2 learning walks	May


Algebra 1 teachers will use common assessments to better gauge where students strengths and weaknesses are.	Algebra 1 teachers, Ford, Koontz		Assessments	Data from Eduphoria	Nov Mar
Saturday Schools - tutorials- for at risk students	Jackie San Miguel SCE \$10,476.68		Sign in sheets, Calendar	longitudinal monitoring of state assessments	Nov May
ELA teachers will receive training on expository writing for 9th grade teachers	Ford, Koontz, Amber Bush, Beth Kennedy		Sign in sheet	STAAR writing scores	May
Use SCE funding to hire a teacher to work with at risk Algebra/Geometry students	Ford, San Miguel SCE \$67,000.00 FTE 1		HR Records	STAAR results and course credit	June

Campus Improvement Plan Denton High School

WIG 2

Within advanced academics, Denton High School will increase the number of IB students who will earn the full diploma to 72% and increase the number of students recognized by the AP College Board (scoring a 3 or better) by 5% 2015-16 school year.


Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Work with the Dell Foundation & IB to implement the Bridging the Equity Gap Grant	Beth Hughes, Dan Ford, Renee Koontz		Agendas, Grant Reports, Professional Development	Increased Participation and knowledge of how to encourage more Econ. Dis. students into advanced courses	Oct Jan Apr
9th and 10th Grade (MYP) PLC's will continue to focus on meeting both state standards and the rigorous objectives within the MYP coursework to satisfy the MYP assessments.	Classroom teachers, Kimberly Thaggard, Admin		Increased catalogue of MYP unit planners and common assessment documents	Look 2 Learning walks with show evidence that students understand and can apply the statement of inquiry and rubric objectives.	Jan Mar June
Meet with all AP teachers and review summary of scores	Renee Koontz		Calendar appt	AP scores increasing	
Each year of the MYP will develop an interdisciplinary unit to support the expectations of the IB philosophy that observes objectives from two or more MYP courses.	Selected Course teachers, Kimberly Thaggard and DHS Admin.		Increased catalogue of MYP interdisciplinary unit planners and common assessment documents		
Train counselors in IB to improve communication to students and parents	Beth Hughes, Dan Ford		Training Certificates	Number of students enrolling in IB courses / course requests	Jan Apr
All 9th and 10th grade students will take a practice PSAT test to increase national merit students	Ford, Koontz, Weatherly		Testing rosters	Assessment results	Nov

Increase the number of students taking the AP tests.	Teachers		Number of students signed up to take AP tests	Students scores will be delivered to parents and students	
Separate AP Calculus into two classes - AB and BC	Ford, Koontz		Master Schedule	AP test scores	<div>  <div> Aug Accomplished June </div> </div>

Campus Improvement Plan Denton High School

WIG 3

Denton High School and McMath Middle School, working together, will implement a transition plan for incoming 9th grade students to provide support through the first year in high school laying the foundation for graduation in four years.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
MMS counselor will attend Freshman first day with students	Debbie Nobles, Bobby Roberts, Marilyn Rabsatt, Daniel Ford,		calendar and sign in at DHS	Graduation rate for MMS students at DHS	 Aug Accomplished Jan May
MMS counselor will spend at least one day a month on the DHS campus to meet with former students and individually if needed.	Debbie Nobles, Bobby Roberts, Marilyn Rabsatt, Daniel Ford,		calendar and sign in at DHS	Graduation rate for MMS students at DHS	Sept Jan May

Denton High School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Denton High School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



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
- LEPAS 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.

SAT/ACT/PSAT

TELPAS Data

IB TEST/AP TEST

Advanced Courses/Dual Enrollment

State Assessment Data

Student Work

IB enrollment

Look 2 Learning Data

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 reveals 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

ELA levels 3 and 4

IB enrollment is on a positive up trend

enrollment of minority students in IB courses is increasing

grades reflect actual student knowledge

Needs

increase student science achievement all students all grades

increase student math achievement all students all grades

increase student achievement for Freshman students in ELA

increase enrollment in AP courses

increase number of students taking AP exams

We are always looking to increase the number of students in the IB program

increase achievement of Hispanic students in all grades-all content areas

Summary of Needs

The teacher is the single greatest influencer on student achievement. Continued professional development in best practice strategies is crucial. Denton High School will work with its professional learning communities to fully implement quality lesson planning, with evidence of lesson plans being turned in weekly. Denton High School will conduct Look 2 Learning walks daily every week using administrators and academic leaders. Weekly meetings to discuss the data collected from the learning walks, will guide the development of future professional development opportunities and give guidance to the professional learning communities. By focusing on student learning, Denton High School will be able to close the achievement gaps among its student population.



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.

AEIS Report

E Schools

Master Schedule

Eduphoria

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 reveals 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

Increased enrollment in advanced classes in all demographic areas

Administrative team diversity mirrors campus diversity

Class offerings and size are appropriate

Needs

Dropouts

Monitor enrollment in special programs 504

Attendance

Summary of Needs

Continue to find ways to implement drop out prevention with students

Monitor attendance of students

Continue to improve enrollment in advanced academics for all students.



School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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 Interviews

Teacher interviews

Classroom and School Walkthrough Data

Parent Conferences, IEP meetings,

Personal Observations of Student Interaction

Student participation in clubs and orgs

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 reveals 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

Over 80 teams, clubs, and organizations with more being added every year

Very diverse, accepting, accomodating student body- they care for each other

school culture of excellence in effort and results in fine arts, athletics, and academic competition

the number of students in tutorials show an increased emphasis on regular academics

teachers willingly participate and support hall duty assignments

Vast majority of student body is polite, hard-working, focused on academics

vast majority of students work to keep school cafeteria and grounds clean

Vast majority of students feel safe on campus

Needs

continued media campaign that defines DHS as the premier school for academics

continued inculcation of IB learner profiles into everything we do.

continued tolerance training for cultural diversity

More cameras to increase ability to monitor school grounds for safety and security

Summary of Needs

More training on the evolving use of social media to spread Bronco culture of caring, sharing, competition, striving for excellence

cameras- about 25-30 to cover gaps and seams in surveillance

More community awareness for how new grading policy is being implemented fairly and equitably across the curriculum



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 Programs 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.

2014 Federal Report Card NCLB (Part IV)

State Board for Educator's Certification

Look-2-Learning walk-through

See page 10 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.”

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Strengths

100% Highly Qualified teaching staff

100% Highly Qualified Para staff

PLC teams in all core teaching areas

Campus Leadership committee

Academic Leadership committee

High percentage of 1-5 yrs experience, 11-20 and above.
Avg yrs of experience 11.6

Instructional Coaching team

Mentor teaching program (pairing a new teacher with an experienced teacher)

Needs

Ongoing Professional Development

Increase the number of ESL teaching staff

Bi-Lingual Training

SLOP Training

Advanced Academic training

Summary of Needs

Ongoing Professional Development for best practice strategies to increase student achievement.

Specialized training such as SLOP, for teachers to reach our Latino students.

Instructional resources for teachers to ensure that students are reaching critical thinking skills.

Professional development opportunities for staff teaching our advanced level courses.

Fully utilize PDAS evaluation system to help struggling teachers to be successful.

Continue to hire the best possible candidate that fits the needs of our 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

- 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.

Instructional Improvement Process - SMART goals (high yield instructional design strategy)

IB MYP Unit Planners (high yield instructional design strategy by content area)

Professional Learning Communities (horizontal alignment process by content area)

Look 2 Learning Walkthroughs

Unit Tests (common content area assessments)

District Scope & Sequence & Content Area Blueprints

Google Classroom (technology)

Texas Academic Performance Reports (State data report)

AWARE student assessment data and special programs reports

Common Lesson plans (by content area)

See page 11 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 reveals 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

Flexible staff

Cohesive and effective professional learning communities by content area

IB MYP Hub supports and strengthens vertical and horizontal alignment

Strong Central Office curriculum support

Strong academic leadership team

Strong administrative team

Instructional focus supported with training -Grading standards, Instructional coaching

Needs

Lesson Planning Weekly

A culture of learning

A culture of instruction

Focus on Instruction

Look 2 Learning Walkthroughs

Targeted Tutorial Program

Summary of Needs

We will continue our professional development, diving deeply into Classroom Instruction that Works, by Robert Marzano, to create engaging classrooms with best practices.

We will also continue utilizing the Instructional Improvement Process by implementing SMART goals. SMART goals help develop our students in areas of weakness by creating focus and accountability.

SMART goals represent Specific & Strategic, Measurable, Attainable, Results-based, and Timely.

We will strengthen our tutorial program to be a safety net for struggling students by targeting areas of student weakness.

We will continue with Look 2 Learning walkthroughs while increasing the frequency of our walks. Our walkthroughs will also be deliberate in focus and feedback.

We will improve our instructional coaching efforts to grow teachers so that instructional time and value are maximized and student achievement increases.



Family and Community Involvement

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

Potential Data Sources:

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

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.

Parent and student surveys

Stakeholder communication

Adopt - A - School

Community volunteer opportunities

Parent Volunteer Information

CIP and CAN

Support Services

Demographic data

See page 12 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 reveals 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

100% teacher membership in PTSA

#DHScares - Denton HS faculty and staff days of giving to the community

Strong 2-way community partnerships

Increased parent communication via 'blast'

Committed PTSA w/active involvement in the DHS community

Community attendance at UIL, athletic, and Fine Arts performances

High community turnout during Bronco Night and 8th grade transision night

Support for our young students from the Ann Windle School - Holiday events

Needs

Increase parent education classes

Increase parent membership in PTSA

Increase mentors for tutoring and mentoring

Increased parent attendance at PTSA meetings

Increased computer access for parents

Need for more bilingual office staff

Summary of Needs

Continue to utilize Mentor Denton to increase student tutoring and mentorship

Continue to increase the number of parents in the PTSA

Continue to develop parent educational classes for our diverse population

Staffing areas of high need with bilingual staff. Front offices and counselors office



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, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- 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	Mentor Teachers
Instructional Coaching on-site	Duty Stations
Talent Search	Departmentalized
Administrators assigned to departments	ALT and CLT
Clubs and Organizations	

See page 13 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 reveals 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

IB is growing and will continue to grow.

Instructional Coaches have been trained and certified. Six teachers serve as IC's and therefore aide in developing staff.

PLC's are utilized for CORES 9-11

Needs

We need to be staffed equally to our high school counterparts

With the growth of IB and the specific requirements, additional staff will be needed.

Funding for IB training

Summary of Needs

The major needs of our campus continue to revolve around keeping the balance between growing the International Baccalaureate Programme, keeping traditional classes balanced, and equity in staffing. The IB has specific requirements for course offerings and those classes are typically quite small. This puts a larger load on other staff to house more students. Denton High staffing has been well below the ratio in comparison to the other high schools, and that does not take into IB as a consideration for staffing.



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 Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- 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 worlds 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.

Clarity - BrightBytes survey 20015

Clarity - BrightBytes survey 2014

Freshmen Tech access survey -Fall 2015

See page 14 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 reveals 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

Infrastructure is robust and dependable. Student and teachers report being able to access wifi/internet with easy and dependability.

Foundational skills - our teachers and students report having basic skills allowing integration of technology more efficient. Staff and students are receptive to using technology in the classroom for learning.

Support - teachers feel their integration of technology is supported by campus administration.

Technology is available for all teachers and students. Teachers have daily access to desktops and report that they are able to obtain computers for their students when they need them more the 60% of the time. We are increasing access to mobile technology by purchasing more chromebooks for student access. More than 85% of freshmen reported having a smartphone and internet access at home making anytime/anywhere learning possible.

Needs

Areas of need include replacement of outdated technology. As technology dates out ,there is not a clear replacement cycle. This can cause an uneven distribution of tools for teachers and students.

Summary of Needs

According to the BrightBytes surveys we have increased access to mobile technology and we are utilizing student's own technology (BYOD) to engage in online asynchronous learning. Students and teachers would like access to tools that allow them to create and share more multimedia products. More than 75% of our freshmen report creating and sharing videos online compared to just 20% of our teachers. Teachers and students are eager to have more access to technology on a more regular basis. Increasing the number of chromebook carts available to all content areas will give better access. Our CPS software is out of life. Finding a replacement for this formative assessment tool would prevent use of chromebooks or desktops for assessment so they would be available for creative task. Teachers are utilizing Google Apps for Education (GAFE) for student work and assessment. Teachers and students report positive experience with GAFE. Continued professional development on these tools will increase capacity on campus.

Comprehensive Needs Assessment Summary of Priority Needs 2013-2014 Denton High School

Demographics:

Continue to find ways to implement drop out prevention with students

Monitor attendance of students

Continue to improve enrollment in advanced academics for all students.

School Culture and Climate:

More training on the evolving use of social media to spread Bronco culture of caring, sharing, competition, striving for excellence

cameras- about 25-30 to cover gaps and seams in surveillance

More community awareness for how new grading policy is being implemented fairly and equitably across the curriculum

Student Achievement:

The teacher is the single greatest influencer on student achievement. Continued professional development in best practice strategies is crucial. Denton High School will work with its professional learning communities to fully implement quality lesson planning, with evidence of lesson plans being turned in weekly. Denton High School will conduct Look 2 Learning walks daily every week using administrators and academic leaders. Weekly meetings to discuss the data collected from the learning walks, will guide the development of future professional development opportunities and give guidance to the professional learning communities. By focusing on student learning, Denton High School will be able to close the achievement gaps among its student population.

Teacher Quality:

Ongoing Professional Development for best practice strategies to increase student achievement.

Specialized training such as SIOP, for teachers to reach our Latino students.

Instructional resources for teachers to ensure that students are reaching critical thinking skills.

Professional development opportunities for staff teaching our advanced level courses.

Fully utilize PDAS evaluation system to help struggling teachers to be successful.

Continue to hire the best possible candidate that fits the needs of our students.

Curriculum, Instruction and Assessment:

We will continue our professional development, diving deeply into Classroom Instruction that Works, by Robert Marzano, to create engaging classrooms with best practices.

We will also continue utilizing the Instructional Improvement Process by implementing SMART goals. SMART goals help develop our students in areas of weakness by creating focus and accountability.

SMART goals represent Specific & Strategic, Measurable, Attainable, Results-based, and Timely.

We will strengthen our tutorial program to be a safety net for struggling students by targeting areas of student weakness.

We will continue with Look 2 Learning walkthroughs while increasing the frequency of our walks. Our walkthroughs will also be deliberate in focus and feedback.

Family and Community Involvement:

Continue to utilize Mentor Denton to increase student tutoring and mentorship

Continue to increase the number of parents in the PTSA

Continue to develop parent educational classes for our diverse population

Staffing areas of high need with bilingual staff. Front offices and counselors office

We will improve our instructional coaching efforts to grow teachers so that instructional time and value are maximized and student achievement increases.

School Content and Organization:

The major needs of our campus continue to revolve around keeping the balance between growing the International Baccalaureate Programme, keeping traditional classes balanced, and equity in staffing. The IB has specific requirements for course offerings and those classes are typically quite small. This puts a larger load on other staff to house more students. Denton High staffing has been well below the ratio in comparison to the other high schools, and that does not take into IB as a consideration for staffing.

Technology:

According to the BrightBytes surveys we have increased access to mobile technology and we are utilizing student's own technology (BYOD) to engage in online asynchronous learning. Students and teachers would like access to tools that allow them to create and share more multimedia products. More than 75% of our freshmen report creating and sharing videos online compared to just 20% of our teachers. Teachers and students are eager to have more access to technology on a more regular basis. Increasing the number of chromebook carts available to all content areas will give better access. Our CPS software is out of life. Finding a replacement for this formative assessment tool would prevent use of chromebooks or desktops for assessment so they would be available for creative task. Teachers are utilizing Google Apps for Education (GAFE) for student work and assessment. Teachers and students report positive experience with GAFE. Continued professional development on these tools will increase capacity on campus.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	John Curtis
2) Classroom Teacher	Brian Wilson
3) Classroom Teacher	Kayla Lensch
4) Classroom Teacher	Brandon Melson
5) Classroom Teacher	John Corsi
6) Classroom Teacher	Will Smith
7) Campus-based Nonteaching Professional	Crystal Sullivan
8) Campus-based Paraprofessional and Operations Staff	Holly Stratton
9) District-level Professional	Darrell Muncy
10) Parent	Laura Boring
11) Parent	Ellen Sawko
12) Community Member	Anthony Reich
13) Community Member	
14) Business Representative	
15) Business Representative	Weston Thaggard

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	9/21/2015	4:15 p.m.	Room 106
2	10/19/2015	4:15 p.m.	Room 106
3	11/16/2015	4:15 p.m.	Room 106
4	12/14/2015	4:15 p.m.	Room 106
5	1/25/2016	4:15 p.m.	Room 106
6	2/15/2016	4:15 p.m.	Room 106
7	3/21/2016	4:15 p.m.	Room 106
8	4/18/2016	4:15 p.m.	Room 106
9	5/16/2016	4:15 p.m.	Room 106

**2015-2016
Campus Improvement Plan
for
John H. Guyer High School**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

John H. Guyer High School's Mission Statement

Mission Statement

John H. Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural, and physical aspects of learning in a positive environment.

Motto

Where the Tradition Begins and Excellence Continues
"Knowledge, Integrity, Courage"

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Campus Improvement Plan John H. Guyer High School

Progress Report Date:

WIG 1

Through implementation of a focused academic intervention, acceleration, and enrichment plan, we will increase student achievement, as measured by students performing at the Level II: Satisfactory Academic Performance level, in each student accountability group by 5% on each STAAR EOC assessment by June 2016, and we will increase student achievement, as measured by students performing at the Level III: Advanced Academic Performance level by 5% on each STAAR EOC assessment by June 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide core areas with specific student EOC data from 2015 EOCs for data disaggregation and individual goal setting; strengthen rigor in PreAP and AP classes to ensure instruction is at the necessary rigor for success on AP exams and post-secondary readiness	Administrators Testing Coordinator		Department Meeting Agendas PAP/AP Meeting Agendas	Increased EOC and AP scores	
Continue common planning times for staff to collaborate on instruction and assessments	Administrators Department Heads		Planning Date Data Calendar of Dates	Increased success in student grades and EOC tests	
The Guyer staff will implement a Response to Intervention Program that will increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities, focused EOC study sessions, and mentoring programs.	Administrators, Teachers, Counselors		Sign in Sheets Class lists Nine week grades	Evidence of increased success for at-risk students in grades and EOC tests	
English staff will increase evidence-based reading opportunities for all students in English classes and all other content areas, utilize common planning to create common assessments and analyze common assessment data from Aware to determine areas of need, and design lessons and curriculum for intervention that takes place during the school day, after school, and during the summer	English Staff		Department meetings, Lesson plans, common planning, walk-throughs, PSAT/SAT/ACT data, after school and summer tutorial attendance	Increased success in EOC tests, PSAT/SAT/ACT tests, and student grade reports	
Math staff will utilize the common planning time to plan for student access to online tutorials and plan for flipped classrooms. Math staff will also analyze items on the EOC and classroom tests to determine areas of need.	Math Staff		Lesson Plans Planning Agenda Walkthrough Data On line Tutorials Websites	Evidence of increased success in student grades and EOC tests	

Science staff will utilize common planning times and collaboration with colleagues to plan for activities that increase student skills of analysis and synthesis.	Science Staff		Lesson Plans Planning Agenda Walkthrough Data	Evidence of increased success in student grades, EOC tests, and common assessments	
<p>Social Studies staff members will increase document analysis/ evidence based reading at all grade levels. An increased focus on this skill will raise scores at all grade levels and AP as well as cross over and raise scores in LA STAAR testing.</p> <p>Implement a Denton ISD designed appropriate high yield overview for students struggling to pass which will simultaneously serve as a review for all US History students including AP students and will increase the commended numbers.</p> <p>Provide tutorials and academic support through the use of the Denton ISD designed high yield overview to create strategically focused lessons for tutorials, academic support classes and possibly credit recovery.</p>	Social Studies Staff		Lesson Plans Planning Agenda Walkthrough Data	Evidence of increased success in student grades and EOC tests	
Continue to work with all students on post secondary readiness and distribute information on college admission requirements	Administrators/Counselors/CTE staff		Counselor Calendar Class lists	Counselor Logs	
Increase writing and content evidenced based reading opportunities for all students across all subject areas	All Core Staff		Lesson Plans Planning Agendas Walkthrough Data	Evidence of increased student success on English EOC	

Campus Improvement Plan John H. Guyer High School

WIG 2

The Guyer High School students and staff will develop an atmosphere of acceptance at Guyer High School by showing a 5% increase in feelings of safety and connectedness by June of 2016..

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide Zone Presentations for all students and staff on Bully Prevention, Suicide Prevention, Distracted Driving, Child Sexual Abuse and Assault, Teen Dating and Relationship Violence and Harassment, and Substance Abuse Prevention, with an emphasis on living well.	Counselors Administrators		Pretest concerning safety and connectedness on campus Zone Schedule Discipline Data	Post Test concerning safety and connectedness on campus Lower incidences of Bullying, harassment, fighting, etc. on the end of year discipline report	
Staff training on how to detect and help students who are at-risk of harming themselves or harming others	Counselors Administrators SRO		Staff Meeting Agendas Zone Presentations	Decrease Discipline Referrals Increase in at-risk student grades	
Continue monthly safety audits of facilities.	Administrators		Calendar or Audits	Calendar of Audits	
Continue to communicate with parents through E Alerts, Guyer Website, Gradespeed and Newsletters.	Administrators; Counselors; Librarians and Technology Specialists		Website E-Alerts Newsletters Gradespeed Usage	Parent Survey Website E-Alerts Newsletters Gradespeed usage	
Implement Grit series to assist students in understanding the benefits of grit and to provide instruction on and opportunities to develop grit in our student body	Administrators; Counselors		Zones; Grit Presentations	Pre/Post Student Grit Surveys	

John H. Guyer High School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at John H. Guyer High School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Alyscia Clark
2) Classroom Teacher	Scott Dean
3) Classroom Teacher	Jill McGrew
4) Classroom Teacher	Misty Moffitt
5) Classroom Teacher	Stephanie Taylor-Whitlow
6) Classroom Teacher	Amy Woody
7) Campus-based Nonteaching Professional	Tammy Austin, Regena Little
8) Campus-based Paraprofessional and Operations Staff	Donna Clark
9) District-level Professional	
10) Parent	LaQuita Harmon
11) Parent	Leslie Ferris
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	9/14/2015	4:15	Library
2	2/15/2015	4:15	Library
3	4/4/2015	4:15	Library
4		4:15	Library
5		4:15	Library

**2015-2016
Campus Improvement Plan
for
Fred Moore High School**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

Fred Moore High School's Mission Statement

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 to be successful citizens.

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Campus Improvement Plan Fred Moore High School

Progress Report Date:

WIG 1

Fred Moore High School will increase the passing rate of each STAAR assessment by 10% or more this academic year.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Direct teach instruction will occur for each STAAR tested subject.	Principal Counselor Teachers		Master Schedule	Students will be enrolled in direct teach.	
Teachers will analyze STAAR results looking for trends	Teachers		Data gathered	Teachers will make recommendations to principal of student needs	
Teachers will develop instruction and assessment according to student needs.	Teachers		Lesson plans	.Plans aligned to TEKS	
Teachers will participate in professional growth opportunities with Region XI, specifically geared toward STAAR subjects.	Teachers, Principal		Register for available and applicable subject area STAAR	Attendance at workshops, conferences	
Teachers will work with district content coordinators to enhance best practices	Teachers and Content Coordinators		Scheduled meetings	Conferences attended, recommendations made	
Teachers will develop content specific short answer questions, requiring response, evidence, and commentary for each curriculum unit	Teachers		Coaching of all teachers on how to construct and respond to short answer questions	Short Answer questions created	
Students will attend remediation sessions as determined by need by each content teacher	Principal, teachers, students		Remediation sessions planned	Sessions attended	
Small group instruction provided for Algebra I students	Teacher		Master Schedule	Students receive individual instruction and whole group instruction	
Provide instruction by highly qualified staff	SCE \$581,577 FTE 11.0				

Campus Improvement Plan Fred Moore High School

WIG 2

Fred Moore High School will increase the average attendance rate to 87 % by June 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Will follow the district and state guidelines in documentation and reporting of truancy issues.	Principal's assistant partnering with Guyer HS attendance clerk and truancy officer.		Documentation	Court filings on truancy issues.	
Provide goals and incentives for students to attend school.	Principal Counselor Teachers		Individual goal setting Incentives provided	Student attend school more consistently.	
Meet with students each six weeks to review credits, attendance and goal setting.	Principal		Documentation of student conferences.	Individual improvement in attendance.	
Provide programming to better meet the social and emotional needs of our students.	Principal Counselor Social Worker		Groups or programs developed throughout the academic year	Student participation in programs developed for individuals and groups.	
Provide opportunities to involve parents more in the academic life of their students.	Principal Teachers Staff		Open House Parent Conferences Parent/student interviews prior to enrollment. Parent Preview Day	Attendance of parents for various functions	
Provide students time to remediate through computer-based software	Counselor		Course Schedule	Credits Earned	

Develop and maintain violence prevention and intervention plan for total school safety.	Principal, Counselor		District and State Guidelines	Staff, Students, and Others Feedback	
Students will maintain a "Green Folder" containing a current transcript of completed courses.	Counselor		Current Student's transcript	Overall Progress	
Provide Campus-Based Instruction at FMHS for post-partum students enrolled on their home campus	Teen Parent Coordinator		Number of Pregnant Students	Students' Progress	

Fred Moore High School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Fred Moore High School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



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
- LEPAS 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	Student work
Course Completion and Grades	ASVAB
Diploma Types	
Graduation and Completion Rates	
SAT/ACT Results	

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 reveals 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

More and more students who wish to graduate early from high school are meeting their goals. Last year, approximately 50% of our graduates graduated early.

The standard diploma type reflects college and career ready. Students, with few exceptions, are graduating either on the Recommended Plan or with an endorsement.

Student advisory enables closer scrutiny and support for student needs.

Our state assessment scores continue to improve with a focus on improving literary skills.

Needs

We need to continue to focus on improving the writing skills for our students. Though our English I and English II did improve, students continue to struggle with responding to unfamiliar texts and analysis.

Our Algebra I scores were based on the scores of 4 students this spring and none of the four scored satisfactorily on the EOC. We have now dedicated a new teaching position to math, specifically Algebra and Geometry.

Summary of Needs

A timely and continued monitoring of student progress and performance is needed.

We have incorporated a class for ACT/SAT preparation for our students. This enables students to dedicate more time to honing their writing and problem solving skills.

Through our Professional Learning Community we will examine the work we assign our students to determine if the work is engaging, equitable, and relevant.



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.

Enrollment

Teacher-Student Ratios

Attendance

Courses Taken

Ethnicity

Graduation, Completion, Dropout and GED rates

Special Program Participation

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 reveals 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

We have a diverse student body.

Our teacher-student ratio is lower than a traditional high school.

More and more of our students are coming to Fred Moore because they either want to graduate early or they prefer a smaller learning environment.

Attendance is improving due to a strong focus on behalf of the entire staff.

Needs

Students who don't attend school as often as they should begin to increase the likelihood of dropping out. They discover they may absence fail a course or feel like they can't get their scores to the passing mark because they have missed so much school.

20% of our students receive special education services.

Summary of Needs

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 the 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.



School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Parent and Student Conferences

Interviews with Staff Members

Weekly Attendance

Exit Interviews with Graduates

Classroom Observations (PDAS)

Look 2 Learning Walks

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 reveals 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

Students feel that the culture is positive.

Students and Staff both cite feeling safer with the addition of the security vestibule.

Students feel that bullying is taken seriously by all staff members. They also cite that students don't have a tolerance for bullying.

Staff cites an open door policy with the principal and feel supported.

The flexibility and pacing of instruction allows students to work at a pace that is suited to their individual needs.

Students, staff, and parents all cite that academic expectations of students is high.

Students feel that while they are held accountable for adequate progress, they are support by the staff.

Students and staff feel that updates to the appearance of Fred Moore are more professional and promotes a more positive image.

Needs

Students feel that the lack of choice for lunches, as compared to the comprehensive schools, communicates a value of their worth as students. Many choose not to eat lunch.

Students feel isolated at times because of the lack of social opportunities.

Students and staff recognize the need for continued improvements to the building, new flooring in the gym, the stairs repaired, walls painted.

A public address system is needed for safety purposes.

Staff feels that students need fulltime access to someone trained specially to deal with emotional and psychologically issues.

Summary of Needs

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

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 Programs 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.

<u>Teacher certification data available through SBEC</u>	<u>Special programs such as Special Education/ESL/Bilingual</u>
<u>PDAS</u>	<u>Teacher-Student Ratios</u>
<u>Professional Development Data</u>	<u>Graduation, Completion, Dropout, and GED rates</u>
<u>Staff mobility</u>	<u>Course Completions</u>
<u>Staff effectiveness related to student achievement</u>	<u>Diploma Plan for students</u>

See page 10 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 reveals 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

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 and staff are active members of the Campus Leadership Team

Needs

Advanced Placement training would allow students the opportunity to take Pre-AP and AP courses

Summary of Needs

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



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.

Scope and Sequence

Student grades

Online learning data

Class, School, and Special Program Schedules

PDAS Walk-throughs and observations

STAAR data

Look 2 Learning Walks

College Board data

Credits earned

See page 11 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 reveals 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

Student mastery of content is the norm. Students do not "fail" here because of the flexibility that allows mastery before moving on in the curriculum.

Scores on the STAAR assessment continue to improve.

Students receiving special education services are very closely monitored and the cooperation between the general education teacher and the special education teacher is extraordinary.

Direct teach is offered in each STAAR tested subject.

We now offer a course for students to prepare them for the SAT and ACT tests.

We now have a Professional Learning Community, focusing on educational equity.

All teachers meet with the District Content Coordinator for their subject.

Blended learning opportunities continue to be developed by the teachers and content coordinators.

Use of the online materials (textbooks) is beneficial for those students who are more engaged with the use of technology.

Needs

Teachers continue to be isolated. They are their own content team.

Summary of Needs

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

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

Potential Data Sources:

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

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.

Demographic Data	Parent/Student Interviews
Mobility	Parent/Student Conferences
Community Service Agencies and Support Services	
Community Volunteers	
Community and Family Participation counts	

See page 12 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 reveals 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

Access to a Licensed Campus Social Worker
Teen Parent Program
Homebound Services
Collaboration between the school nurse, school counselor, and social worker
Strong Mentoring Program with TWU and some community members

Needs

Better understanding within the community of what Fred Moore does and who we serve.
Once student/parent interviews occur, it becomes very difficult to maintain communication with some parents.

Summary of Needs

We continue to look for ways to develop relationships within the school community and the local community.



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, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- 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

Schedule for Student Support Services

Extra Curricular Sponsorship

Decision Making Processes

Leadership: Formal and Informal

Communication : Formal and Informal

See page 13 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 reveals 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

Continuity of programming remains strong as the staff turnover is low.

Teachers are very involved in every aspect of the campus leadership plan.

Staff seeks ways to continue to differentiate for students.

Staff is proactive in RTI for students and documentation of RTI.

Communication between staff and administration is frequent and productive. Open dialogue aids in making adjustments as needed.

Advisory period allows for teachers and students to be deliberate in tracking progress and goal setting.

High expectations are in place for student achievement and behavior.

Teachers are recognized as the experts in their content which facilitates leadership.

Direct teach allows for continued improvement in academic progress while preserving the flexibility of Fred Moore HS.

Gaining a dedicated math teacher has provided the opportunity for individualized instruction in Algebra I, as well as Geometry and in class support for English I and English II direct teach classes.

Needs

A dedicated counselor for our students who are "at-risk," many of whom deal with social and emotional issues that severely impact their education.

Summary of Needs

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

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 Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- 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 worlds 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.

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

See page 14 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 reveals 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

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.

Online learning enables students to become more 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.

Needs

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

We need new laptops or desktops.

Resources to checkout to students without a computer and/or internet service would benefit our economically disadvantaged students greatly.

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:

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 the 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.

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.

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.

Student Achievement:

A timely and continued monitoring of student progress and performance is needed.

We have incorporated a class for ACT/SAT preparation for our students. This enables students to dedicate more time to honing their writing and problem solving skills.

Through our Professional Learning Community we will examine the work we assign our students to determine if the work is engaging, equitable, and relevant.

Teacher Quality:

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

Family and Community Involvement:

We continue to look for ways to develop relationships within the school community and the local community.

School Content 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 or desktops.

Resources to checkout to students without a computer and/or internet service would benefit our economically disadvantaged students greatly.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Toby Thomason
2) Classroom Teacher	Cathleen Brackeen
3) Classroom Teacher	Molly Swindle
4) Classroom Teacher	Countressa Ware Jones
5) Classroom Teacher	Julie Alexander
6) Classroom Teacher	Melinda Schultz
7) Campus-based Nonteaching Professional	Gina Hahn
8) Campus-based Paraprofessional and Operations Staff	Kim Cates
9) District-level Professional	Amy Lawrence
10) Parent	Nicole Haupt
11) Parent	Kevin Haupt
12) Community Member	
13) Community Member	
14) Business Representative	Anita Woesner
15) Business Representative	

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	9/2014	4:00 PM	FMHS
2	10/2014	4:00 PM	FMHS
3	11/2014	4:00 PM	FMHS
4	12/2014	4:00 PM	FMHS
5	1/2015	4:00 PM	FMHS
6	2/2015	4:00 PM	FMHS
7	3/2015	4:00 PM	FMHS
8	4/2015	4:00 PM	FMHS
9	5/2015	4:00 PM	FMHS

**2015-2016
Campus Improvement Plan
for
La Grone Advanced Technology Complex**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

La Grone Advanced Technology Complex's Mission Statement

We will teach students to think and learn using career pathways while empowering students with leadership and communication skills.

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

**Campus Improvement Plan
La Grone Advanced Technology Complex**

Progress Report Date:

WIG 1

By June 2016, continue to develop a comprehensive post-secondary guidance plan to increase post-secondary placement from 56% to 60% under Carl Perkins Accountability.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Develop Jump Start dual credit program and articulated credit	CTE Counselor, Carla Ruge, Marcus Bourland-Principal		Enrollment data	Enrollment and Senior survey	
Plan Post secondary tour and events	CTE Counselor, Carla Ruge, Marcus Bourland-Principal Host Site, Marketing, Community Partnerships, event planning		Fall Expo event	Attendees Survey, College Survey	
Four year plans examples that emphasis post secondary opportunities and align to high demad careers.	Teacher Task Force and Focus groups		Dates, student data	Student and Teacher feedback survey	
Develop Parent/Student post secondary activities - FASFA, College Application, Scholarship, Parent Meetings	Counselors, post secondary recruiters, military recruiters, scholarship and community foundation partnerships		Implementation of senior activities, lesson plans	Attendees, post secondary feedback and survey	
	Counselors, post secondary recruiters, military recruiters, scholarship and community foundation partnerships		Implementation of senior activities, lesson plans	Attendees, post secondary feedback and survey	

Campus Improvement Plan La Grone Advanced Technology Complex

WIG 2

By May 2016, the ATC staff will lead and foster an environment teaching students to function as professionals.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Train staff on expectations of interactions with students (i.e. shaking hands, eye contact and positive greetings)	Marcus Bourland, Leadership team, Advisory committee data, Student leadership feedback		Professional Development Plan	Visible evidence demonstrating that students are mirroring staff behavior and students begin to initiate these behaviors without prompting.	
Staff implementation of these expectations	Marcus Bourland, Leadership team, Advisory committee data, Student leadership feedback		Visible implementation by staff in the halls and classrooms	Visible evidence demonstrating that students are mirroring staff behavior and students begin to initiate these behaviors without prompting.	
Campus focus on this initiative through announcements, social media and advertising campaigns	Marcus Bourland, Leadership team, Advisory committee data, Student leadership feedback		Visible implementation by staff in the halls and classrooms	Visible evidence demonstrating that students are mirroring staff behavior and students begin to initiate these behaviors without prompting.	

**Campus Improvement Plan
La Grone Advanced Technology Complex**

WIG 3

By June 2016, each career pathway at the ATC will complete community service projects utilizing the skills associated with the career area.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
As part of the curriculum plan all pathways will utilize one instructional day (one A and one B) per quarter to plan and/or implement student driven community service projects using the career skills.	Marcus Bourland, Leadership Team		Each area will have a plan developed and detailed for community service projects	Projects will be completed and documented through film and video with end product to be presented to the school board and accessible to the community	

La Grone Advanced Technology Complex Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at La Grone Advanced Technology Complex conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



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
- LEPAS 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.

<u>Enrollment Numbers/Program Enrollment Numbers</u>	<u>Advisory Committee Data</u>
<u>Perkins - PER Report</u>	<u>Student Surveys</u>
<u>Attendance Reports/Failure Reports</u>	<u>PBMAS</u>
<u>CTE Student Data by Ethnicity, Gender, SES</u>	<u></u>
<u>Campus Enrollment/OOD Enrollment</u>	<u></u>

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 reveals 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

- Application of curriculum to real-world experiences for at-risk students
- Very low drop out rate
- Students are given many opportunities for certifications and licensing

Needs

- Completion of full pathway as represented for endorsement plans
- Need increase of post secondary schooling
- Need to increase dual credit opportunities

Summary of Needs

- Certification and licensing report
- Carl Perkins
- Graduation Rate
- Student surveys
- Articulated credit
- Advisory committee feedback



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.

<u>Enrollment Numbers/Program Enrollment Numbers</u>	<u>Advisory Committee Data</u>
<u>Perkins-PER Report</u>	<u>Student Surveys</u>
<u>Attendance Reports/Failure Reports</u>	<u>PBMAS Data</u>
<u>CTE Student Data by Ethnicity, Gender, SES</u>	<u>Campus Enrollment/OOD Enrollment</u>

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 reveals 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**

Life Application of Curriculum for at Risk Students

Improve completion rate based on endorsements

Low drop out rate

Increase post secondary enrollment

Provide students opportunities for certification and
licensing

Increase dual credit opportunitites

Summary of Needs

Increase dual credit opportunities with local community colleges

Increase pathway completion

Increase non-traditional enrollment



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.

Certification and licensing report	PEIMS data
Carl Perkins - Accountability	PBMAS
Drop/Graduation Rate	Student Survey
DAP Graduation Report	ESL Certification Information
Articulated Credit	Program Advisory Feedback

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 reveals 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**

Attendance

Increase Post Secondary Connections

Low Drop Out Rate

Increase Articulated Credit

Low Failure Rates

Additional Marketing of Programs and Certifications

Successful completion of certifications

Increase Dual Credit Opportunities**Summary of Needs**

Increase Articulated Credit and Dual Credit Opportunities



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 Programs 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 Certifications

Staff development feedback

Teacher Surveys

Industry surveys

Staff qualifications

Exit Interview Feedback

See page 10 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 reveals 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

Graduation rates

Industry qualified teachers

Needs

Training on additional instructional strategies

Summary of Needs

Training on additional instructional strategies



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.

Teacher/Student Surveys

Advisory Committee Program Review

Staff development feedback

L2L

Teacher Feedback

Master Schedule

Safety Audits

See page 11 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 reveals 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

Learning opportunities for students

Job placement

Certification and licensing pass rates

Needs

Continue to build stronger CTE programs

Post Secondary and Dual Credit Alignment

Additional community placement opportunities

Summary of Needs

More dual credit and articulated programs

Continue development pathways to meet industry and labor data.



Family and Community Involvement

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

Potential Data Sources:

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

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.

Advisory committed program review data

Demographics data

Parent feedback

Community activities

Community partnerships

Volunteers logs

See page 12 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 reveals 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

Very strong community members and partnerships

Increase the parent involvement

Summary of Needs

Increase the parent involvement



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, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- 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	CLT
Teacher and formal feedback	

See page 13 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 reveals 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

Teachers are flexible and maintain a culture of support for the district and students

Needs

Transportation logistics

Increase science lab space

Summary of Needs

Transportation logistics

Increase science lab space



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 Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- 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 worlds 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.

Advisory committee program review

Classroom needs assessment

Technology inventory and replacement plan

Industry partner feedback

Carl Perkins funding review

See page 14 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 reveals 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

Updated technology in most areas

Updated industry standard equipment & software

Summary of Needs

Updated industry standard equipment & software

Comprehensive Needs Assessment Summary of Priority Needs Advanced Technology Complex

Demographics:

Increase dual credit opportunities with local community colleges
Increase pathway completion
Increase non-traditional enrollment

School Culture and Climate:

Increase Articulated Credit and Dual Credit Opportunities

Curriculum, Instruction and Assessment:

More dual credit and articulated programs
Continue development pathways to meet industry and labor data.

School Content and Organization:

Transportation logistics
Increase science lab space

Student Achievement:

Certification and licensing report
PEIMS
Carl Perkins
Graduation Rate
Student surveys
Articulated credit
Advisory committee feedback

Teacher Quality:

Training on additional instructional strategies

Family and Community Involvement:

Increase the parent involvement

Technology:

Updated industry standard equipment & software

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Rebecca Hendricks
2) Classroom Teacher	Andrea King
3) Classroom Teacher	Thomas Babb
4) Classroom Teacher	Russ Keith
5) Classroom Teacher	Carrie Strom
6) Classroom Teacher	Carrie Sisco
7) Campus-based Nonteaching Professional	Alonda Sherrill
8) Campus-based Paraprofessional and Operations Staff	Jessica Thompson
9) District-level Professional	Marcus Bourland
10) Parent	Tonya Tivis
11) Parent	
12) Community Member	Paul Yarbrough - EIC
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	8/17/15	11:00am	ATC Conference Room
2	10/19/15	11:00am	ATC Conference Room
3	11/16/15	11:00am	ATC Conference Room
4	12/7/15	11:00am	ATC Conference Room
5	1/25/15	11:10am	ATC Conference Room
6	2/22/15	11:00am	ATC Conference Room
7	3/21/15	11:00am	ATC Conference Room
8	4/18/15	11:00am	ATC Conference Room
9	5/9/15	11:00am	ATC Conference Room

**2015-2016
Campus Improvement Plan
for
Davis School DAEP**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

Davis School DAEP's Mission Statement

To provide a structured social and academic climate in which students choose how they will respond to our world.

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Campus Improvement Plan Davis School DAEP

Progress Report Date:

WIG 1

As addressed in TEA Chapter 37:008, provide a DAEP that addresses supervision, self discipline and counseling so that recidivism remains below 20%.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Bonus days for positive behaviors. Violence prevention. Drop out prevention Attendance recognition.	Reg budget Counselor Admin Teachers		Students leave on time.	Length of stay.	Aug June
Communication at parent -student intake. Parental involvement. Attendance awareness. Drop out prevention Violence prevention Student support	reg budget Counselor Admin Teachers		Requests for individual conferences.	Number of conferences.	Oct May
Daily point sheet tabulation for student success. Intervention methods tied to point loss. Drop out prevention Violence prevention Student support	Reg budget Counselor Admin Teachers		Monthly review	% of staff in the mean	Aug June
Why Try counseling Violence, attendance, health, resources.	Comp Ed \$, At risk for travel Counselor Admin Teachers		# of students remanded back to DAEP	Count = or -	Sept May

Professional development State & National. Drop out prevention Violence prevention Student support	\$2,500.00 Counselor Admin Teachers		Staff attends	Numbers remain below 20%.	Aug June
Home campus visits DAEP to keep student connected. High educationally disadvantaged, assist to reconnect to home campus, Drop out prevention Violence prevention Student support	Reg budget Admin.		Visitor sign in.	Numbers remain below 20%.	Sept May
Wake Up Call Criminal behavior assessment	DCSO		# of students served	# of students detained.	Sept May
Counselor development	Admin		Programs developed	Programs dropped	Jan July
FMHS considered for DAEP students	Tinch & Kelly		# of applications taken	# of students taken	Sept May
Provide instruction by highly qualified staff	 SCE \$811,243 FTE 18.00				

Campus Improvement Plan Davis School DAEP

WIG 2

To provide a safe and secure educational placement that promotes compliance to the Denton ISD Code of Conduct. DAEP placements will not exceed 2.8% of the student population per year.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
120 day review by staff of both campuses. Drop out prevention.	Reg budget Counselor Admin Teachers Home campus Counselor Admin Teachers		Number of reviews held	Numbers remain below 2.8%.	Sept May
Professional development, discipline, attendance, at risk behaviors.	\$2500.00 at risk Counselor Admin Teachers		Staff attends	Numbers remain below 2.8%.	Sept May
District wide admin. training at DAEP.	\$500.00 Admin.		HS,MS a&Elem attend	Numbers remain below 2.8%.	Sept Dec
Coordinated health program, physical fitness, screening, and daily personal attention to their emotional and affective presence.	Reg budget Counselor Admin Teachers		Health issues on campus.	Plus or minus for year.	Aug June

Administrative visits to home campus	Mr. Tinch		# of placements	# of repeated placements	Sept May
Reward student improvement (bonus days)	Teacher		# of bonus days 2009	# of bonus days 2010	Sept May
Social Skills	Classroom Teachers		15 min. at beginning of day	15 min. at close of day	Aug June
K-8th RR grade teachers	Central Staff		School is staffed	School is staffed	Aug June
9th -12th teachers	Central Staff		School is staffed	School is staffed	Aug Nov
Inclusion, Administration, Counseling & Office	Central Staff		School is staffed	School is staffed	Aug June
Staff development, local and National	Admin		# of ideas exposed	# of ideas adopted	Sept May

Campus Improvement Plan Davis School DAEP

WIG 3

As addressed in TEC 37.006, provide, English language arts, mathematics, science, history.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Technical support, Study Island.	\$1,000.00 Comp Ed \$ Admin.		Number of students on SI.	Continued improvement.	Sept May
Credit recovery at DAEP, when current course work is up to date student may work toward recovering any lost credit. Drop out prevention.	\$500.00 Counselor Admin Teachers		Number of courses attempted.	Number recovered.	Aug May
Elective support at DAEP. Courses sent by home campus and returned to home campus. Thirty (30) new Dell devices requested from IT to give one to one capability during elective class	At risk budge t\$ 6,400.00 Counselor Admin Teachers IT Judy Bush, Jeff Tinch		Number of courses sent Devices in use	Number of courses returned. Courses returned.	Aug May

Provide staff for DAEP . Administration= \$106,000 Counseling =\$ 60,000 Elementary =\$ 60,000 HS, Eng =\$ 60,000 HS Math =# \$ 60,000 HS Science =\$ 60,000 HS Social Studies \$ 60,000 MS Lang Arts = \$ 60,000 MS Math = \$ 60,000 MS Social Studies = \$ 60,000 MS Science = \$ 60,000 SP ED inclusion =\$ 60,000 Secretary/registrar =\$ 20,000 Nurse 1/2 \$ 30,000 Gen Aide =\$ 20,000 Gen Aide =\$ 20,000 Gen Aide = \$20,000 Gen Aide = \$ 20,000 Gen Aide \$20,000 Gen Aide =\$20,000	DISD Comp Ed Funds CS		DISD budget planning	DISD Budget planning	Aug June
Professional development local or national.	\$2,500.00 Counselor Admin Teachers		Number attending.	Trained rest of staff.	Sept May
Classroom teachers to support core courses. Inclusion instruction. Administration, Counseling and Office	Teacher		Certifies teachers in each room	Check credentials	Aug June
L2L, Students will be able to articulate the lesson objective in their own words showing understanding of the content at a 95% rate	Admin teaching staff		L2L data recovery from walks.	Students understand their work, not benign compliance.	Sept Apr

Campus staff paid with at risk funds:	DISD Comp budget		Payroll	HR	July
Admin asst. - \$ 30,849					June
Elem- 6117 \$ 3,970					
6119 \$60,305					
MS - 6117 \$ 1,750					
6119 \$ 59,085					
MS- 6117 \$ 1,750					
6119 \$ 53,17					
MS- 6117 \$ 3,980					
6119 \$ 69,735					
MS- 6117 \$ 3,560					
6119 \$50,425					
Admin -\$102,773					
HS 6117 \$ 4,010					
6119 \$67,795					
HS 6117 \$1,750					
6119 \$50,625					
HS- 6117 \$ 1,750					
6119 \$ 51,025					
HS 6117 \$ 1,750					
6119 \$ 48,750					
Counselor \$79,192					
Total at risk funds = \$748,005.22					

Davis School DAEP Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Davis School DAEP conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



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
- LEPAS 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.

Student Work	
Course completion	
State assessment data	

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 reveals 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

- Students spend more time on task
- Gen Aides ready to assist students while teachers instruct
- Many completed Odyssey ware courses to make up credit

Needs

- Reading skills limit independent work, need vocabulary skills
- ELL and limited experience students need one on one or small group
- Most students are behind grade level peers in credits earned, more laptops

Summary of Needs

- Reading skills
- Small group instruction
- Laptops, notebooks, other devises until we get to one for one



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.

Enrollment	
Attendance	
Ethnicity	

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 reveals 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

Enrollment has remained below state norms, 1.6% vs 2%

Attendance remains unsteady for high school Elem and middle school more even

Female students enrollment has grown even in middle school

Ethnic ratios are near district levels except for Hispanic males

Needs

Plan for future growth, HS classes full most of the year

Do not send students to DAEP for truancy, they just remain truant, need DISD wide program

What is the driving force in this jump?

Identify at home campus what do these students need to stay on campus

Summary of 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.

Surveys

Interviews

Walkthroughs

Parent meetings

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 reveals 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

Staff retention

Student safety

Student academic growth

Recidivism below state levels**Needs**

Planning period within class day

SRO on campus

Laptops, devices at one to one

Consistent transition for students back to home campus**Summary of Needs**

Staff planning period within school day

SRO on campus

Devices available at one to one ratio

Transition to home campus



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 Programs 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.

Recruit and retention of staff

Teacher student ratios

Course completions

See page 10 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 reveals 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

Little staff turnover

Teacher and Aide in each class of 10 or more students

Computer assisted course completion increasing

PDAS growth in staff

Needs

Staff training in poverty, academics and culture

Aides hired temp to meet increased student population

Devices at one to one student to device ratio

Coaching in engagement activities

Summary of Needs

Staff training in poverty, academics and culture

Aides hired temp to meet increased student population

Devices at one to one student to device ratio

Coaching in engagement activities



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.

Class, School, and Special Program Schedules

Common benchmark Assessments and/or Other Assessments

Instructional Design/Delivery; High-Yield Strategies

Standards-Based Curriculum Resources and Materials

See page 11 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 reveals 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

- Staff follows scope and sequence of DISD
- Staff follows benchmark for DISD
- Instructional delivery is daily in all core classes
- Standards based assessment is consistent to DISD at large

Needs

- Students arriving extremely behind current lesson cycle
- Students exit DAEP before benchmarks come into play
- Electives provided by home campus slow to arrive for students
- Some students exit before completing work

Summary of Needs



Family and Community Involvement

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

Potential Data Sources:

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

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.

Mobility/Stability	_____
Demographic Data	_____
Community Service Agencies and Support Services	_____

See page 12 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 reveals 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

All parents attend new student intake to learn how to help make their student successful

All parents meet the Principal and Counselor face to face and receive phone and email contact information

Counselors, PO's, AP's and Sp Ed staff visit DAEP to work together to meet students needs

Needs

Translators for other than Spanish

Counseling services in other languages

Consistent visits by home campus staff

Summary of Needs



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, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- 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.

See page 13 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 reveals 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

Summary of Needs



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 Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- 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 worlds 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.

See page 14 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 reveals 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

--	--

Summary of Needs

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:

Student Achievement:

Reading skills

Small group instruction

Laptops, notebooks, other devices until we get to one for one

School Culture and Climate:

Staff planning period within school day

SRO on campus

Devices available at one to one ratio

Transition to home campus

Teacher Quality:

Staff training in poverty, academics and culture

Aides hired temp to meet increased student population

Devices at one to one student to device ratio

Coaching in engagement activities

Curriculum, Instruction and Assessment:

Family and Community Involvement:

School Content and Organization:

Technology:

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Ulinda Yeaquho, Angela Mohair
2) Classroom Teacher	Anna Braudrick , Larry Greaves
3) Classroom Teacher	Vicki Storrie , Leah Rose
4) Classroom Teacher	Pattie Gerdes, Ronnie Havens
5) Classroom Teacher	David Huey,
6) Classroom Teacher	Jason Steward
7) Campus-based Nonteaching Professional	Teresa Finch
8) Campus-based Paraprofessional and Operations Staff	Mitzi Burleson
9) District-level Professional	Darrell Muncy
10) Parent	
11) Parent	
12) Community Member	Ross Thompson
13) Community Member	
14) Business Representative	Andrew Tinch
15) Business Representative	

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	9/15/14	2:35	Davis workroom
2	9/23/14	2:35	Davis workroom
3	10/14/14	2:35	Davis workroom
4	10/27/14	2:35	Davis workroom
5	11/10/14	2:35	Davis workroom
6	12/1/14	2:35	Davis workroom
7	1/12/15	2:35	Davis workroom
8	2/2/15	2:35	Davis workroom

9	2/23/15	2:35	Davis workroom
10	3/23/15	2:35	Davis workroom
11	4/20/15	2:35	Davis workroom
12	5/18/15	2:35	Davis workroom

**2015-2016
Campus Improvement Plan
for
Joe Dale Sparks Campus**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

Joe Dale Sparks Campus's Mission Statement

The Sparks faculty and staff are committed to keeping detained students current with home ISD schedule, providing all students from many districts a state-recognized curriculum, and ensuring that all courses count towards graduation.

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

**Campus Improvement Plan
Joe Dale Sparks Campus**

Progress Report Date:

WIG 1

90% of Sparks students enrolled for at least 50% of the grading period, will function at the TIER I Level of the RTI Universal Screening and Progress Monitoring System.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are to be designed to (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. X Addresses missed system safeguard	Curriculum coordinators, teachers, administrator, secretary, Title I Part D funds, DCJDC facility staff TI \$6,000.00 SCE \$1425.00	<u>X</u> 1 <u>X</u> 3 <u>X</u> 4	Lesson plans and curriculum, C2C students transition to after care and JJAEP before returning to home campus	Improved instruction across content areas and student progress on progress reports and report cards	
Provide students with opportunities to participate in inquiry based learning.	Teachers, librarians, administrator, DCJDC staff, Title I Part D funds	<u>X</u> 1 <u>X</u> 3 <u>X</u> 4 <u>X</u> 9	Lesson plans and curriculum, DCJDC records	Increased mastery of required TEKS objectives through teacher assessment of student work (e.g. grading period grades, semester grades)	
Continue to upgrade and maintain technology in every classroom.	Technology department, administrator, teachers, office personnel, Title I Part D funds if available	<u>X</u> 2 <u>X</u> 5 <u>X</u> 7	Staff and student needs assessment	Bright Bytes	
Provide instructional and clerical support personnel for at-risk students. X Addresses missed system safeguard	Teachers, secretary, attendance clerk, Title I aides, At-Risk teacher, Title I Part D funds, substitutes	<u>X</u> 2 <u>X</u> 3	Hiring records, employee attendance records	PDAS, paraprofessional evaluation instrument	

Maintain accurate student attendance records.	Teachers, attendance clerk, registrar, eSchools	<u>X</u> 1 <u>X</u> 2	eSchools attendance records	Accurately completed attendance records	
School personnel involvement in relevant staff development and training. X Addresses missed system safeguard	Principal, DISD curriculum staff, teachers, SpEd director, DCJDC staff, content area organizations, Region XI service center, Title I Part D funds TI \$3,251.00 SCE \$475.00	<u>X</u> 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 9	Training certificates, sign-in sheets, Eduphoria Workshop logs	Certification remains current, enhanced classroom instruction, improved student achievement	
Provide opportunities for students to improve their reading and writing in all content areas, resulting in higher achievement scores on the state writing assessment. X Addresses missed system safeguard	General education teachers, At-Risk teacher, SpEd teachers, administrator, Title I aides, Title I Part D funds	<u>X</u> 5 <u>X</u> 8 <u>X</u> 9	Lesson plans, formative and summative assessment scores, bonus round scores when applicable	Improved scores on state writing assessments	
Identify ESL and bilingual students and provide proper instruction and materials.	Teachers, ESL/Bilingual department, registrar, Bilingual/Title I aides, LEP resources, Title I Part D funds	<u>X</u> 5 <u>X</u> 9	Records requested from previous schools	Records received and appropriate instruction provided.	
Provide remediation for students who have not met satisfactory standards on state assessments and additional credit opportunities for students during summer school X Addresses missed system safeguard	At-Risk teacher, general education teachers, SpEd teachers, registrar, testing coordinator, Title I Part D funds SCE \$4,185.90	<u>X</u> 5	Students in need of remediation identified	Students who have completed remediation pass state assessments	
Communicate effectively with DCJDC staff, counselors, case workers and probation officers to communicate academic importance and coordinate transition within the facility and JJAEP. Upon the completion of the Post-Adjudication Program students transition to after care at the Denton County Juvenile Justice Alternative Educational Placement Center for a period of 90 successful days before returning to their home school and district.	Teachers, principal, registrar, DCJDC staff, JJAEP case workers, aftercare staff	<u>X</u> 1 <u>X</u> 2 <u>X</u> 9	Communication of court order	Number of individual successful transitions	
Maintain certification for Sparks teachers to reflect 4th through 12 grade certification in content areas.	Teachers, principal, HR, SBEC, TEA	<u>X</u> 3	CPE credits, teacher certificates	SBEC documentation of valid certification and CPE credits	

Encourage student academic achievement through the use of positive and concrete reinforcement. X Addresses missed system safeguard	Teachers, DCJDC staff, Title I Part D funds	<u>X</u> 1 <u>X</u> 3	Identification of students making honor roll, perfect attendance and other achievements	Improved assignment and report card grades	
Provide students with the opportunity to use OdysseyWare for credit recovery based on available funding.	Teachers, At-Risk teacher, registrar, principal, DCJDC staff, Denton ISD counselors, Title I Part D funds	<u>X</u> 1	Enrollment and participation in credit recovery	Report card grades and semester credit earned	
Accurately and promptly identify students who are in special programs (SpEd, 504, etc.) and continue services as appropriate on this campus.	SpEd teachers, registrar, principal, diagnostician, SpEd clerk, general education teachers, registrar of sending school, TREx, parents, SpEd funds (if available), Title I Part D funds	<u>X</u> 1	Records requested from sending school district in a timely manner	Records received from sending district, SpEd students enrolled in SpEd and receiving services as determined by ARD committee	
Continue to add resources to campus library and maintain library personnel	Principal, registrar, English teachers, library services personnel, Title I Part D 2 funds TI \$7,208.00	<u>X</u> 2 <u>X</u> 3	P.O. for resources	More volumes in library, English teachers catalog new books	
Actively cultivate business, community, and university partnerships to support 21st century workforce development	Principal, teachers, C2C program staff, parents, college/university staff	<u>X</u> 8	lesson plans	guest speakers, student tours of ATC and local higher education campuses	
Provide instruction, clerical and administrative support services to Sparks students	Teachers, clerical staff, substitutes, Title I aide, at-risk teacher, and principal salaries TI \$125,036.77	<u>X</u> 3 <u>X</u> 5	Curriculum implementation, administrative, and clerical support	Improved student achievement, administrative efficiency, and effective student records maintenance	
Provide instruction by highly qualified staff	 SCE \$733,730 FTE 14.0				

Joe Dale Sparks Campus Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Joe Dale Sparks Campus conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



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
- LEPAS 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,	_____
Graduation Rates	_____
WRAT-IV test	_____

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 reveals 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

85% of long term students gain more than 1 grade level in reading.

55% of long term students gain more than 1 grade level in mathematics.

Two students have earned enough credits to complete high school graduation.

The Fall passing rate for English I and English II EOC was 70% for long term students compared to 40% last year. 30% of Detention students were able to earn credit an additional ½ credit because of the addition of the Art teacher, which allowed them to stay enrolled in that course.

Needs

79% of all attempted credits were earned in the Fall, compared to more than 90% last year. This only includes students who were here for more than 1 grading period.

Only 80% of long term students have been able to earn at least ½ credit in credit recovery, compared to 90% of students earning 1 or 1 ½ credits last year.

Continuing from last year, there is a major achievement gap in both credits earned and state assessment scores between all students and LEP students.

Summary of Needs

Expand the Art class into Detention

Make Odysseyware more widely available to all students.

Continued ESL support for LEP students.

More re-teach/re-test opportunities before Finals are given.



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.

PIEMS

Special Education

Eschools

Court Detention Records

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 reveals 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

Bilingual personnel
Multi-certified teachers
Multiple electives offered
Summer School
Odyssey Ware

Needs

Additional Special Education personnel, either a third teacher or a SpEd specific aide
Additional hours for Art Department
After hour tutors for all students
More local funds

Summary of Needs

Additional Special Education teachers
Full-time Art teacher
We must be able to offer more courses that are required for graduation.
More opportunities for students, in both C2C and Detention to participate in programs like OdysseyWare, after school tutoring, and summer school in order to catch up on credits



School Culture and Climate

School culture refers to the organization’s values, beliefs, transitions, 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.

Interviews _____

Walkthroughs _____

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 reveals 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

Peer Support

morale

Freedom to teach creatively

cohesiveness of campus

Small classes

recognition of uniqueness

Dedicated teachers

lack of trust

logical leadership

professional development

more staff communication

scheduling

Summary of Needs

Improve morale and cohesiveness of campus- team building—local funds needed

Scheduling- too many subjects taught in one class—Title 1 funds (or new organization)

District to recognize the uniqueness of the campus situation—no funds needed

More input into campus decisions and control over department decisions—no funds needed

Protected planning periods—this would involve more communication for scheduling—no funds needed

Less interruptions during class—involves school and county agreements with principal enforcing—no extra funds needed

More responsible/logical use of money—involves new guidelines--no extra funds needed



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 Programs 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.

CNAs from previous years

See page 10 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 reveals 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

Our campus has very experienced teachers – who also bring varied life experiences which is very helpful to our student

Our teachers have multiple certifications

The teachers meet regularly to discuss student issues

The turnover rate of the staff is low

Needs

Training specific to our population

Full-time Detention aide

Summary of Needs

Specific training designed to meet the challenges of teaching in our unique environment

Full-time Detention aide



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.

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

See page 11 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 reveals 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

Small class sizes.

Effective use of limited tutoring time.

The teachers’ commitment to the students’ success both academically and socially.

More one-on-one interaction between teachers and students than in a traditional classroom. Quality and professionalism of the teachers.

Needs

Need more effective, targeted professional development activities.

Increased availability of tutoring time during evenings and Saturdays.

Continued positive cooperation, communication, and working relations with facility staff.

Due to the high incidence of students with disabilities and English Language Learners (ELLs), we need highly proficient and motivated instructional aides.

Need additional time during the school week for collaboration.

Summary of Needs

Title 1 funds for professional development, instructional aides, and tutoring.



Family and Community Involvement

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

Potential Data Sources:

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

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.

Special Education Data: ARD paperwork, IEP information.

Review of services available to support students in special programs (e.g. SPED services, 504 services, ESL services).

Review of information from facility caseworkers and staff.

See page 12 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 reveals 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

- Parent/Guardian involvement through participation in ARD meetings for special education students.
- Open House once a year for parents to come and meet the teachers and see the facility.
- Bilingual Court Liasion as part of our Sparks faculty to help communicate with parents that speak only Spanish.
- Communication with families through mailing report cards, updated IEPs, parent/guardian copies of ARD paperwork.

Needs

- Bilingual Special Ed. Teacher.
-
-
-

Summary of Needs

Bilingual special education teacher added to Sparks staff to facilitate coverage of students and communications with families.



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, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- 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.

PLC/Staff Meetings

Master Schedule

Teacher/Staff Interviews

See page 13 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 reveals 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

input into master scheduling

multi-level content area instruction

resources for instruction

teaming

Needs

scheduling to accommodate cooperative learning

all on-site staff development days

improve physical environment in detention

duty clarification

Summary of Needs

More on-site staff development time

Create schedule to allow cooperative learning

Update MOU to improve physical environment in detention

Better communication regarding faculty/staff duties



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 Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- 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 worlds 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.

Campus Network

iPad connectivity to interactive projectors

Financial resources allocated for updating technology

Classroom Laptops (12 units per classroom)

Google training

Technology Hardware & Software

Updated technology policies and procedures

Email

Professional Development (intergrating technology)

See page 14 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 reveals 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

Use of laptops

Use of iPads/tablets

Use of interactive projectors

Interactive software

Needs

Increased technology budget for updating hardware (i.e. laptops/software)

Digital microscopes

AirPlay/AirServer

Connection for iPad to projectors

Summary of Needs

The additional training of staff and implementation of software will allow students and teachers to access multiple tools and resources associated with the curriculum used in the classroom.

Comprehensive Needs Assessment Summary of Priority Needs Joe Dale Sparks

Demographics:

Additional Special Education teachers

Full-time Art teacher

We must be able to offer more courses that are required for graduation.

More opportunities for students, in both C2C and Detention to participate in programs like OdysseyWare, after school tutoring, and summer school in order to catch up on credits

School Culture and Climate:

Improve morale and cohesiveness of campus- team building—local funds needed

Scheduling- too many subjects taught in one class—Title 1 funds (or new organization)

District to recognize the uniqueness of the campus situation—no funds needed

More input into campus decisions and control over department decisions—no funds needed

Protected planning periods—this would involve more communication for scheduling—no funds needed

Less interruptions during class—involves school and county agreements with principal enforcing—no extra funds needed

More responsible/logical use of money—involves new guidelines--no extra funds needed

Curriculum, Instruction and Assessment:

Title 1 funds for professional development, instructional aides, and tutoring.

Student Achievement:

Expand the Art class into Detention

Make Odysseyware more widely available to all students.

Continued ESL support for LEP students.

More re-teach/re-test opportunities before Finals are given.

Teacher Quality:

Specific training designed to meet the challenges of teaching in our unique environment

Full-time Detention aide

Family and Community Involvement:

Bilingual special education teacher added to Sparks staff to facilitate coverage of students and communications with families.

School Content and Organization:

More on-site staff development time

Create schedule to allow cooperative learning

Update MOU to improve physical environment in detention

Better communication regarding faculty/staff duties

Technology:

The additional training of staff and implementation of software will allow students and teachers to access multiple tools and resources associated with the curriculum used in the classroom.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Brooke Lana
2) Classroom Teacher	Ann Poston
3) Classroom Teacher	Jennifer Wyman
4) Classroom Teacher	Maranda Matheson
5) Classroom Teacher	Mark King
6) Classroom Teacher	Rebecca Brigham
7) Campus-based Nonteaching Professional	Anthony Sims
8) Campus-based Paraprofessional and Operations Staff	Jenneal Vincent
9) District-level Professional	Chris Shade
10) Parent	
11) Parent	
12) Community Member	Jean Peterson
13) Community Member	Mindi Malcom
14) Business Representative	Jared Winter
15) Business Representative	

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	8/27/15	3:15-4:15 PM	Sparks Campus
2	9/17/15	3:15-4:15 PM	Sparks Campus
3	10/8/15	3:15-4:15 PM	Sparks Campus
4	10/15/15	3:15-4:15 PM	Sparks Campus
5	12/17/15	3:15-4:15 PM	Sparks Campus
6	2/18/16	3:15-4:15 PM	Sparks Campus
7	4/8/16	3:15-4:15 PM	Sparks Campus
8	05/26/16	3:15-4:15 PM	Sparks Campus

**2015-2016
Campus Improvement Plan
for
Denton Independent School District**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

Denton Independent School District's Mission Statement

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:


- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Campus Improvement Plan Denton Independent School District

Progress Report Date:

WIG 1

Vision... In pursuit of excellence, the district will:

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
cultivate a network of professional learning communities addressing the educational needs of every child in our district X Addresses missed system safeguard	administrators, campus leaders TI \$	<u>X</u> 1 <u>X</u> 5 <u>X</u> 9	sign in sheets, agendas, common assessments, collaboration, student engagement	Comprehensive Needs Assessment (CNA) process, increased student performance on benchmark and common assessments, surveys	 Discontinued
develop and maintain a culture where learning remains our first priority	all Denton ISD staff		surveys	survey results	
remain committed to providing equitable and outstanding opportunities for every student on every campus	all Denton ISD staff		Campus Improvement Plans (CIPs)	CNA	
establish goals for individual campuses that incorporate both measurable and intangible factors develop a budget focused on student and professional learning effectively communicate achievements and recognitions to the Denton ISD community	principals, Campus Leadership Teams (CLT)		CNAs, CIPs	CNAs, CIPs	
prepare our students to be successful in a global society while instilling an appreciation for community services	all Denton ISD staff		CNAs, CIPs	CNAs, surveys	
Assess all district leadership with the Gallup Strengths Finder assessment			Strengths Finder assessment reports	Strengths Finder assessment reports	
Provide intensive training in the Gallup Strengths Finder Coursework for executive cabinet members	superintendent, executive cabinet		Strengths Finder course reports	Strengths Finder course reports	
Provide all district leadership with the Covey 7 Habits of Highly Effective People and Great Leaders, Great Teams, Great Results training	district leadership, principals		sign in sheets, agendas,	Campus Improvement Plan(s) (CIP)	

Campus Improvement Plan Denton Independent School District

WIG 2

Teaching & Learning... In pursuit of excellence, the district will:

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students establish high expectations with a curriculum that fosters inquiry and critical thinking develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	administrators, campus leaders, teachers		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	
expect full curriculum implementation on each campus by instructional leaders	administrators, campus leaders		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	
establish quality staff development programs that promote professional learning communities	administrators		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	
strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility	Human Resources department		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	
stay abreast of and incorporate best practices into teaching, learning, technology and leadership	Technology department, administrators, campus leaders		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	
advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates	administrators, campus leaders		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	
actively pursue, foster and support an advanced digital learning environment	administrators, campus leaders		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	

provide staff development opportunities for staff such as Jay McTighe and Allison Zmuda (Understanding by Design Guide to Creating High Quality Units), Cassie Erkins (The Principal as Assessment Leader), Jim Knight (Unmistakable Impact, Instructional Coaching: A Partnership Approach to Improving Instruction, and High Impact Instruction)	assistant superintendent for curriculum and instruction, principals, interventionists		sign-in sheets, agendas, walk-throughs, PDAS observations	increased student performance on benchmark and common assessments and state assessments, surveys	
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Campus Improvement Plan Denton Independent School District

WIG 3

Climate... In pursuit of excellence, the district will:

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
celebrate and respect the diversity in our Denton ISD Community	all Denton ISD staff		CIPs, lesson plans	CNA process, increased student performance on benchmark and common assessments, surveys	
encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical establish a high expectation level for success for all students, staff, parents, and community			CIPs, lesson plans	CNA process, increased student performance on benchmark and common assessments, surveys	
instill in students a love of life-long learning			CIPs, lesson plans	CNA process, increased student performance on benchmark and common assessments, surveys	
motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world			CIPs, lesson plans	CNA process, increased student performance on benchmark and common assessments, surveys	
conduct Gallup Hope and Well-being Survey on all middle school campuses	principals		Gallup reports	CNA process, increased student performance on benchmark and common assessments, surveys	
implement CHAMPs	assistant superintendent of curriculum and instruction, counselors, principal		observation, surveys, discipline referrals	CNA process, increased student performance on benchmark and common assessments, surveys	

Campus Improvement Plan Denton Independent School District

WIG 4

Parent and Community Involvement...In pursuit of excellence, the district will:

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students	all Denton ISD staff		sign in sheets, agendas, family engagement	CNA process, surveys	
work continuously with the community in planning and facility development	administrators		sign in sheets, agendas, community engagement	Board agendas and packets	
utilize citizens' advisory committees to focus on short and long-term tasks	administrators		sign in sheets, agendas, community engagement	Board agendas and packets	
utilize citizens' advisory committees to focus on short and long-term tasks	administrators		sign in sheets, agendas, community engagement	Board agenda and packets	
provide support services and promote health, wellness and safety for students and families establish and promote programs to develop and enhance parenting skills and participation in the schools	administrators		sign in sheets, agendas, family engagement	CIPs, CNAs, surveys	
promote child advocacy across the state and nation	all Denton ISD staff		CIPs	CNAs, CIPs	
implement Ready Rosie	assistant superintendent of curriculum and instruction, Communitywide Pre-K coalition,		Ready Rosie reports	Ready Rosie reports, ELI/SELI results for users/nonusers	
offer 21st Century Communities in Schools to campuses identified in the grant	director of school improvement and support, CCISNT staff		observation, required reporting	required reporting	

Campus Improvement Plan Denton Independent School District

WIG 5

Review, revise and/or redo the district's current mission, vision, values, and goals.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Seek public input from students, parents, educators, business and community members via social networking	EIC chairman, EIC		EIC website (agendas, sign-in sheets, etc.), revised mission	EIC website	
Craft a mission statement	EIC chairman, EIC				
Craft vision and values	superintendent, district leadership				
Draft goals	EIC chairman, EIC				

Campus Improvement Plan Denton Independent School District

WIG 6

Address the deficiencies that prevent students from achieving AYP proficiency in the core academic subjects and analyze and address insufficiencies as they relate to leadership for campuses, governance and fiscal infrastructures, and curriculum and instruction

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
address the fundamental teaching and learning needs of campuses in the LEA, especially the academic problems of low-achieving students such as the activities listed in WIG 2	district and campus leadership, teachers		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	
define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the State's definition of AYP such as meeting state identified AYP targets for 2013 (93% in ELA and 92% in math)	district and campus leadership, teachers		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	
incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects such as such as the activities listed in WIG 2	district and campus leadership, teachers		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	
provide student learning activities before school, after school, during the summer, and during any extension of the school year such as after school tutorials and summer school	district and campus leadership, teachers		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	
provide for high-quality professional development for instructional staff that focuses primarily on improved instruction such as the activities listed in WIG 2 and those listed in the CIPs	district and campus leadership, teachers		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	
include strategies to promote effective parental involvement in the campuses served by the LEA such as the activities listed in WIG 4 and those listed in the CIPs	district and campus leadership, teachers		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	
determine of why the LEA's previous plan did not bring about increased student academic achievement	district and campus leadership, teachers		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	

reserve not less than 10 percent of its Title I, Part A funds for high-quality professional development for instructional staff that is specifically designed to improve classroom teaching such as those listed in the CIP	director of school improvement and support, principals		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	
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Denton Independent School District Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Denton Independent School District conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



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
- LEPAS 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.

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 reveals 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

Summary of 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/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.

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 reveals 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

Summary of 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.

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 reveals 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

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Summary of Needs



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 Programs 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.

See page 10 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 reveals 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

Summary of Needs



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.

See page 11 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 reveals 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

Summary of Needs



Family and Community Involvement

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

Potential Data Sources:

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

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.

See page 12 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 reveals 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

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Summary of Needs



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, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- 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.

See page 13 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 reveals 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

Summary of Needs



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 Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- 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 worlds 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.

See page 14 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 reveals 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

Summary of Needs

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:

Student Achievement:

School Culture and Climate:

Teacher Quality:

Curriculum, Instruction and Assessment:

Family and Community Involvement:

School Content and Organization:

Technology:

Denton Independent School District Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Reading/English Language Arts

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Denton Independent School District Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Writing

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Denton Independent School District Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Mathematics

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Denton Independent School District Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Science

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Denton Independent School District Campus Improvement Plan

School-Level Performance Data for EOC

Reading/English Language Arts

English I Reading STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

English II Reading STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

English III Reading STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Denton Independent School District Campus Improvement Plan

School-Level Performance Data for EOC

Writing

English I Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
English II Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
English III Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Denton Independent School District Campus Improvement Plan

School-Level Performance Data for EOC

Mathematics

Algebra I STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
Algebra II STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
Geometry STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Denton Independent School District Campus Improvement Plan

School-Level Performance Data for EOC

Science

Biology STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Chemistry STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Physics STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Denton Independent School District Campus Improvement Plan

School-Level Performance Data for EOC

Social Studies

US History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

World History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

World Geography STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	
2) Classroom Teacher	
3) Classroom Teacher	
4) Classroom Teacher	
5) Classroom Teacher	
6) Classroom Teacher	
7) Campus-based Nonteaching Professional	
8) Campus-based Paraprofessional and Operations Staff	
9) District-level Professional	
10) Parent	
11) Parent	
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2015-2016			
#	Date	Time	Location