

Denton Independent School District

## District Improvement Plan

2008-2012

... in pursuit of excellence ...

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and of demonstrating the skills necessary to contribute productively in a complex and ever-changing world.

# Denton ISD

## District Improvement Plan 2008-2012

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## DISTRICT GOALS

# Denton Independent School District

2007-2008

*Approved April 8, 2008*

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

- a. develop a culture where learning is our first priority
- b. remain committed to providing equitable and outstanding opportunities for every student on every campus
- c. establish goals for individual campuses that incorporate both measurable and intangible factors
- d. develop a budget focused on student and professional learning

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

- a. cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all stud
- b. expect full curriculum implementation on each campus by instructional leaders
- c. establish quality staff development programs and promote professional learning communities
- d. strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- e. stay abreast of and incorporate best practices into teaching, learning and leadership
- f. advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates

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

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

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

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

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

- a. develop and expect a consistently high level of, and respect for, professional performance by all staff

- b. recruit, select, and employ teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- c. maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- d. encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- e. promote health and wellness in the workforce

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

- a. review and adjust policies and procedures effectively to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- b. create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- c. be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- d. work continuously with our community to adjust and enhance district goals as appropriate



T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2006-07 District Performance

District Name: DENTON ISD  
District #: 061901

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Met 2007 Standard Grade 3 (English) First Administration Only</b>															
Reading	2007	89%	90%	91%	85%	83%	95%	88%	94%	90%	93%	87%	80%	82%	81%
	2006	90%	91%	89%	85%	77%	95%	> 99%	96%	88%	91%	82%	79%	76%	76%
Mathematics	2007	82%	82%	86%	69%	79%	91%	88%	94%	85%	86%	81%	72%	78%	72%
	2006	83%	84%	82%	67%	65%	91%	71%	98%	83%	80%	73%	67%	65%	64%
All Tests	2007	78%	79%	82%	66%	73%	89%	88%	91%	81%	84%	78%	66%	72%	66%
	2006	79%	81%	79%	64%	62%	88%	75%	93%	79%	78%	70%	63%	61%	59%
<b>TAKS Met 2007 Standard Grade 3 (Spanish) First Administration Only</b>															
Reading	2007	81%	79%	67%	*	67%	*	*	*	59%	73%	83%	69%	67%	67%
	2006	76%	75%	60%	*	60%	*	*	*	42%	71%	*	56%	60%	60%
Mathematics	2007	74%	66%	56%	*	56%	*	*	*	54%	59%	> 99%	58%	56%	56%
	2006	69%	67%	44%	*	44%	*	*	*	27%	57%	*	38%	44%	44%
All Tests	2007	68%	62%	56%	*	56%	*	*	*	52%	60%	83%	57%	56%	56%
	2006	62%	60%	40%	*	40%	*	*	*	21%	54%	*	34%	40%	40%
<b>TAKS Met 2007 Standard Grade 4 (English)</b>															
Reading	2007	84%	86%	87%	77%	73%	94%	90%	98%	87%	86%	75%	74%	68%	72%
	2006	83%	85%	84%	84%	69%	91%	77%	82%	83%	85%	80%	70%	57%	64%
Mathematics	2007	86%	86%	85%	73%	72%	93%	90%	98%	86%	84%	73%	74%	68%	70%
	2006	84%	86%	87%	83%	74%	93%	92%	93%	87%	87%	83%	75%	64%	71%
Writing	2007	91%	91%	92%	87%	89%	95%	89%	> 99%	90%	95%	80%	87%	85%	84%
	2006	92%	93%	92%	88%	86%	96%	92%	93%	90%	94%	79%	84%	79%	82%
All Tests	2007	75%	76%	78%	66%	60%	87%	80%	98%	78%	78%	61%	61%	53%	56%
	2006	74%	77%	77%	71%	59%	86%	77%	79%	75%	79%	66%	59%	42%	52%
<b>TAKS Met 2007 Standard Grade 4 (Spanish)</b>															
Reading	2007	77%	68%	46%	*	46%	*	*	*	36%	57%	*	46%	46%	46%
	2006	76%	64%	40%	*	40%	*	*	*	45%	*	*	40%	40%	40%
Mathematics	2007	73%	57%	41%	*	41%	*	*	*	33%	50%	*	41%	41%	41%
	2006	70%	56%	53%	*	53%	*	*	*	64%	*	*	53%	53%	53%
Writing	2007	90%	84%	71%	*	71%	*	*	*	57%	86%	*	71%	71%	71%
	2006	90%	86%	73%	*	73%	*	*	*	82%	*	*	73%	73%	73%
All Tests	2007	66%	52%	31%	*	31%	*	*	*	13%	50%	*	31%	31%	31%
	2006	63%	49%	38%	*	38%	*	*	*	42%	*	*	38%	38%	38%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2006-07 District Performance

District Name: DENTON ISD  
District #: 061901

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Met 2007 Standard</b>															
<b>Grade 5 (English) First Administration Only</b>															
Reading	2007	83%	84%	86%	77%	73%	93%	> 99%	97%	86%	87%	80%	72%	54%	68%
	2006	81%	84%	84%	77%	70%	92%	90%	96%	85%	83%	79%	69%	42%	65%
Mathematics	2007	86%	86%	86%	75%	76%	93%	83%	97%	87%	85%	81%	72%	61%	70%
	2006	82%	84%	83%	70%	68%	92%	> 99%	> 99%	85%	81%	76%	68%	47%	63%
Science	2007	78%	79%	83%	71%	65%	93%	> 99%	84%	86%	79%	81%	64%	49%	62%
	2006	76%	78%	77%	61%	56%	89%	> 99%	96%	81%	74%	83%	57%	28%	52%
All Tests	2007	69%	71%	74%	57%	55%	86%	83%	84%	77%	72%	67%	51%	34%	48%
	2006	66%	69%	69%	57%	45%	82%	90%	96%	73%	66%	69%	47%	16%	39%
<b>TAKS Met 2007 Standard</b>															
<b>Grade 5 (Spanish) First Administration Only</b>															
Reading	2007	79%	70%	41%	*	41%	*	*	*	50%	17%	*	41%	41%	41%
	2006	65%	54%	50%	*	50%	*	*	*	25%	80%	*	52%	50%	50%
Mathematics	2007	50%	43%	23%	*	23%	*	*	*	31%	< 1%	*	23%	23%	23%
	2006	49%	36%	35%	*	35%	*	*	*	17%	55%	*	36%	35%	35%
Science	2007	36%	29%	5%	*	5%	*	*	*	7%	< 1%	*	5%	5%	5%
	2006	31%	18%	35%	*	35%	*	*	*	8%	64%	*	36%	35%	35%
All Tests	2007	44%	29%	9%	*	9%	*	*	*	13%	< 1%	*	9%	9%	9%
	2006	33%	15%	30%	*	30%	*	*	*	8%	55%	*	32%	30%	30%
<b>TAKS Met 2007 Standard</b>															
<b>Grade 6 (English)</b>															
Reading	2007	92%	94%	94%	90%	88%	97%	> 99%	> 99%	93%	95%	94%	87%	72%	86%
	2006	92%	94%	95%	92%	91%	97%	63%	94%	94%	95%	90%	90%	75%	88%
Mathematics	2007	80%	82%	76%	65%	64%	83%	92%	96%	78%	74%	59%	62%	44%	53%
	2006	81%	84%	81%	71%	69%	87%	71%	94%	81%	81%	68%	68%	52%	59%
All Tests	2007	78%	80%	75%	63%	62%	82%	92%	96%	76%	74%	62%	59%	37%	52%
	2006	78%	82%	79%	71%	67%	86%	63%	89%	79%	79%	66%	66%	44%	56%

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Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Met 2007 Standard Grade 7</b>															
Reading	2007	85%	88%	92%	89%	87%	96%	> 99%	97%	92%	93%	86%	84%	61%	82%
	2006	80%	83%	84%	77%	68%	92%	> 99%	> 99%	83%	85%	82%	70%	39%	65%
Mathematics	2007	77%	79%	84%	78%	76%	88%	> 99%	88%	81%	86%	71%	73%	59%	66%
	2006	71%	76%	74%	61%	61%	82%	88%	> 99%	76%	72%	56%	61%	41%	48%
Writing	2007	93%	94%	96%	93%	95%	97%	83%	97%	94%	98%	88%	93%	84%	92%
	2006	91%	92%	93%	93%	87%	96%	88%	> 99%	90%	96%	89%	89%	67%	86%
All Tests	2007	71%	74%	80%	72%	71%	86%	86%	88%	77%	83%	69%	66%	42%	59%
	2006	65%	70%	70%	58%	54%	79%	88%	> 99%	70%	70%	62%	54%	26%	41%
<b>TAKS Met 2007 Standard Grade 8</b>															
Reading	2007	89%	91%	91%	87%	81%	97%	> 99%	> 99%	91%	92%	82%	81%	52%	81%
	2006	84%	87%	88%	88%	75%	93%	> 99%	96%	87%	88%	69%	76%	41%	73%
Mathematics	2007	73%	75%	73%	63%	53%	83%	86%	93%	74%	71%	44%	54%	29%	51%
	2006	68%	72%	72%	59%	56%	81%	60%	96%	73%	72%	59%	55%	22%	47%
* Science	2007	71%	75%	76%	63%	54%	88%	> 99%	> 99%	79%	72%	48%	55%	18%	53%
	2006	63%	69%	71%	50%	51%	83%	83%	88%	76%	67%	55%	49%	17%	43%
Soc Studies	2007	87%	89%	87%	82%	73%	95%	> 99%	> 99%	88%	86%	78%	73%	49%	71%
	2006	84%	87%	89%	90%	77%	93%	> 99%	96%	90%	87%	81%	78%	47%	75%
* All Tests	2007	61%	65%	65%	49%	40%	78%	86%	93%	66%	63%	43%	41%	10%	35%
	2006	54%	60%	61%	41%	41%	72%	67%	88%	63%	59%	36%	40%	9%	30%
<b>TAKS Met 2007 Standard Grade 9</b>															
Reading	2007	87%	89%	89%	82%	80%	96%	> 99%	96%	88%	90%	66%	78%	55%	79%
	2006	88%	90%	90%	87%	78%	96%	> 99%	> 99%	88%	92%	81%	82%	39%	81%
Mathematics	2007	61%	67%	65%	49%	49%	76%	83%	82%	65%	65%	27%	47%	20%	39%
	2006	58%	63%	62%	44%	45%	72%	> 99%	87%	62%	61%	31%	46%	18%	39%
All Tests	2007	60%	65%	64%	47%	49%	76%	86%	82%	64%	65%	35%	47%	19%	39%
	2006	57%	63%	61%	44%	43%	72%	> 99%	88%	61%	61%	43%	46%	14%	39%

\* Grade 8 Science (tested at 1 SEM below Panel Recommended value) is included in All Tests for 2006 & 2007.

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2006-07 District Performance

District Name: DENTON ISD  
District #: 061901

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Met 2007 Standard Grade 10</b>															
Eng Lang Arts	2007	85%	86%	85%	73%	76%	90%	71%	96%	81%	88%	56%	74%	23%	72%
	2006	86%	87%	89%	84%	80%	92%	> 99%	88%	86%	91%	51%	80%	48%	76%
Mathematics	2007	65%	67%	62%	39%	48%	71%	86%	85%	63%	61%	22%	48%	15%	30%
	2006	62%	65%	67%	42%	56%	75%	83%	85%	71%	64%	39%	51%	35%	41%
Science	2007	59%	63%	61%	36%	41%	73%	86%	96%	64%	58%	21%	42%	6%	34%
	2006	61%	67%	68%	43%	47%	79%	83%	77%	77%	61%	34%	47%	12%	43%
Soc Studies	2007	87%	88%	88%	74%	81%	93%	> 99%	> 99%	88%	88%	50%	77%	34%	75%
	2006	84%	87%	88%	79%	75%	94%	> 99%	> 99%	90%	87%	53%	76%	45%	74%
All Tests	2007	51%	54%	49%	23%	31%	60%	57%	81%	51%	47%	14%	33%	4%	20%
	2006	50%	54%	56%	33%	39%	65%	86%	77%	60%	53%	16%	36%	11%	28%
<b>TAKS Met 2007 Standard ^ Grade 11</b>															
Eng Lang Arts	2007	91%	92%	90%	82%	80%	94%	> 99%	96%	87%	92%	49%	78%	51%	83%
	2006	89%	90%	83%	76%	72%	89%	> 99%	82%	78%	88%	56%	74%	32%	75%
Mathematics	2007	81%	83%	80%	55%	72%	86%	88%	95%	83%	77%	29%	69%	46%	62%
	2006	78%	81%	77%	55%	61%	86%	80%	91%	80%	74%	53%	60%	39%	63%
Science	2007	78%	81%	82%	65%	65%	89%	> 99%	95%	86%	78%	43%	65%	27%	65%
	2006	76%	79%	75%	54%	52%	87%	83%	86%	81%	69%	44%	53%	19%	60%
Soc Studies	2007	94%	95%	94%	87%	86%	97%	> 99%	91%	96%	93%	74%	85%	52%	88%
	2006	94%	95%	92%	86%	80%	98%	> 99%	95%	92%	92%	77%	85%	52%	85%
All Tests	2007	70%	73%	70%	43%	55%	79%	88%	91%	73%	68%	24%	51%	14%	46%
	2006	66%	69%	64%	42%	43%	75%	83%	73%	65%	63%	33%	43%	14%	49%

^ Primary Spring Administration, plus October 2006 first-time 11th grade testers who pass all 4 tests.

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2006-07 District Performance

District Name: DENTON ISD  
District #: 061901

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I)</b> (Standard Accountability Indicator)															
Reading/ELA	2007	89%	90%	90%	84%	82%	96%	96%	98%	89%	91%	76%	81%	67%	80%
	2006	87%	89%	89%	85%	77%	94%	92%	94%	87%	90%	75%	79%	60%	76%
Mathematics	2007	77%	79%	78%	64%	66%	86%	91%	92%	79%	77%	58%	64%	56%	57%
	2006	75%	78%	77%	63%	63%	85%	86%	94%	78%	76%	63%	63%	51%	56%
Writing	2007	92%	93%	94%	90%	91%	96%	87%	99%	91%	96%	82%	89%	83%	87%
	2006	91%	92%	93%	90%	86%	96%	90%	96%	90%	95%	83%	86%	75%	84%
Science	2007	71%	74%	75%	57%	56%	86%	96%	91%	78%	72%	43%	56%	35%	54%
	2006	70%	74%	73%	53%	52%	85%	90%	86%	79%	68%	51%	53%	24%	51%
Soc Studies	2007	89%	91%	89%	81%	79%	95%	> 99%	97%	90%	89%	65%	77%	46%	79%
	2006	87%	89%	90%	85%	78%	95%	> 99%	97%	91%	89%	69%	79%	48%	78%
All Tests	2007	70%	72%	72%	56%	57%	82%	86%	90%	73%	72%	52%	55%	44%	48%
	2006	67%	71%	70%	56%	53%	80%	82%	89%	71%	69%	52%	53%	36%	46%
<b>TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science and TAKS-I)</b> (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	90%	90%	84%	82%	96%	96%	98%	89%	91%	76%	81%	67%	80%
	2006	87%	89%	89%	85%	77%	94%	92%	94%	87%	90%	75%	79%	60%	76%
Mathematics	2007	77%	79%	78%	64%	66%	86%	91%	92%	79%	77%	58%	64%	56%	57%
	2006	75%	78%	77%	63%	63%	85%	86%	94%	78%	76%	62%	63%	51%	56%
Writing	2007	92%	93%	94%	90%	91%	96%	87%	99%	91%	96%	82%	89%	83%	87%
	2006	91%	92%	93%	90%	86%	96%	90%	96%	90%	95%	83%	86%	75%	84%
Science	2007	66%	70%	72%	52%	52%	84%	97%	90%	75%	69%	38%	51%	28%	50%
	2006	64%	69%	70%	49%	48%	82%	85%	84%	76%	65%	48%	49%	20%	46%
Soc Studies	2007	87%	88%	89%	79%	78%	95%	> 99%	97%	89%	89%	62%	76%	46%	78%
	2006	86%	88%	89%	83%	77%	95%	> 99%	97%	90%	88%	66%	78%	48%	77%
All Tests	2007	67%	70%	71%	53%	56%	81%	86%	90%	72%	70%	47%	54%	43%	47%
	2006	65%	69%	69%	54%	51%	79%	82%	87%	70%	67%	50%	51%	35%	44%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2006-07 District Performance

District Name: DENTON ISD  
District #: 061901

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I)</b>															
Reading/ELA	2007	30%	34%	34%	23%	19%	42%	43%	55%	32%	37%	15%	19%	10%	14%
	2006	27%	30%	30%	18%	16%	37%	36%	47%	27%	32%	18%	16%	8%	11%
Mathematics	2007	25%	27%	25%	12%	15%	31%	29%	54%	26%	24%	12%	14%	10%	8%
	2006	23%	25%	23%	11%	13%	29%	32%	52%	24%	22%	13%	12%	9%	8%
Writing	2007	30%	33%	34%	22%	20%	42%	47%	66%	29%	39%	18%	20%	11%	15%
	2006	30%	31%	32%	23%	17%	40%	48%	53%	25%	39%	16%	17%	7%	12%
Science	2007	19%	20%	21%	9%	11%	27%	26%	35%	25%	17%	11%	10%	3%	5%
	2006	16%	17%	15%	7%	8%	19%	14%	37%	19%	12%	8%	7%	2%	4%
Soc Studies	2007	35%	39%	36%	17%	20%	44%	50%	61%	39%	32%	11%	18%	2%	13%
	2006	30%	34%	33%	17%	19%	41%	33%	55%	38%	29%	13%	18%	3%	15%
All Tests	2007	13%	15%	14%	6%	7%	18%	19%	33%	14%	14%	6%	6%	4%	3%
	2006	11%	12%	12%	5%	5%	15%	16%	31%	12%	11%	5%	5%	4%	3%
<b>SDAA II Examinations (Sum of All Grades Tested)</b>															
<b>Met ARD Expectations</b>															
<b>(Standard Accountability &amp; AEA Indicator)</b>															
	2007	89%	89%	89%	88%	88%	89%	93%	91%	89%	88%	89%	88%	88%	88%
	2006	84%	84%	84%	85%	82%	85%	> 99%	82%	85%	81%	84%	82%	80%	83%
<b>SDAA II Examinees (Sum of All Grades Tested)</b>															
<b>Met ARD Expectations</b>															
Reading/ELA	2007	91%	93%	94%	93%	93%	95%	> 99%	83%	94%	94%	94%	93%	93%	93%
	2006	87%	88%	89%	91%	88%	90%	*	80%	91%	87%	89%	88%	88%	89%
Mathematics	2007	90%	91%	90%	89%	88%	90%	88%	> 99%	91%	87%	90%	89%	89%	89%
	2006	86%	86%	83%	81%	80%	84%	> 99%	80%	85%	79%	83%	79%	78%	83%
Writing	2007	79%	76%	71%	71%	74%	68%	*	*	68%	77%	71%	72%	71%	67%
	2006	68%	64%	72%	77%	70%	71%	*	*	73%	70%	72%	69%	67%	66%
All Tests	2007	82%	83%	81%	79%	80%	82%	88%	83%	81%	80%	81%	79%	79%	80%
	2006	74%	74%	74%	75%	72%	75%	> 99%	60%	76%	71%	74%	71%	69%	73%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2006-07 District Performance

District Name: DENTON ISD  
District #: 061901

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
<b>2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)</b>														
<b>Tested</b>	97.7%	98.1%	97.8%	98.4%	95.7%	99.0%	97.8%	93.0%	97.6%	98.1%	95.2%	96.3%	89.9%	95.8%
<b>By Program</b>														
TAKS (1 or more)	91.1%	92.4%	90.9%	86.5%	88.0%	93.9%	89.2%	90.8%	89.1%	92.9%	43.8%	85.3%	78.2%	85.9%
Not on TAKS	6.7%	5.7%	6.9%	11.8%	7.8%	5.1%	8.6%	2.2%	8.5%	5.2%	51.4%	10.9%	11.7%	9.8%
TAKS-I Only	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%
SDAA II Only	4.6%	3.9%	5.9%	10.4%	7.1%	4.4%	6.5%	1.9%	7.2%	4.5%	43.8%	9.7%	10.9%	9.1%
TAKS-Alt Only	0.4%	0.4%	0.5%	0.4%	0.3%	0.3%	1.1%	0.3%	0.6%	0.4%	3.9%	0.5%	0.4%	0.0%
Combination	1.4%	1.2%	0.5%	1.1%	0.3%	0.4%	1.1%	0.0%	0.7%	0.3%	3.5%	0.7%	0.4%	0.7%
<b>By Acct Status</b>														
Acct System	91.6%	92.1%	92.0%	89.1%	90.7%	93.9%	92.5%	89.5%	91.4%	92.7%	85.0%	90.4%	87.4%	91.9%
Non-Acct System	6.1%	6.0%	5.9%	9.2%	5.1%	5.1%	5.4%	3.5%	6.2%	5.4%	10.2%	5.9%	2.6%	3.9%
Mobile	5.4%	5.4%	5.3%	8.9%	4.8%	4.8%	4.3%	3.2%	5.5%	5.0%	6.1%	5.3%	2.2%	3.9%
Non-Acct Test	0.7%	0.6%	0.5%	0.4%	0.3%	0.3%	1.1%	0.3%	0.7%	0.4%	4.0%	0.6%	0.4%	0.0%
<b>Not Tested</b>	2.3%	1.9%	2.2%	1.6%	4.3%	1.0%	2.2%	7.0%	2.4%	1.9%	4.8%	3.7%	10.1%	4.2%
Absent	0.2%	0.2%	0.2%	0.1%	0.1%	0.2%	1.1%	0.0%	0.2%	0.1%	0.3%	0.3%	0.1%	0.3%
ARD Exempt	0.3%	0.2%	0.4%	0.8%	0.6%	0.3%	1.1%	0.0%	0.6%	0.3%	3.3%	0.7%	0.8%	0.9%
LEP Exempt	1.0%	0.9%	0.9%	0.1%	2.5%	0.1%	0.0%	4.8%	1.0%	0.8%	0.0%	2.0%	7.1%	2.0%
Other	0.8%	0.6%	0.7%	0.7%	1.0%	0.4%	0.0%	2.2%	0.7%	0.6%	1.3%	0.8%	2.0%	1.0%
<b>Total Count</b>	<b>3,040,283</b>	<b>334,025</b>	<b>13,114</b>	<b>1,648</b>	<b>3,726</b>	<b>7,287</b>	<b>93</b>	<b>315</b>	<b>6,678</b>	<b>6,428</b>	<b>1,760</b>	<b>4,777</b>	<b>1,668</b>	<b>5,181</b>
<b>2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)</b>														
<b>Tested</b>	97.1%	97.3%	96.8%	96.5%	94.7%	98.1%	96.7%	92.0%	96.4%	97.2%	89.6%	94.8%	88.4%	94.8%
<b>By Program</b>														
TAKS (1 or more)	90.7%	91.6%	89.7%	83.9%	86.1%	92.7%	89.1%	90.3%	87.5%	91.9%	39.6%	83.3%	77.4%	84.4%
Not on TAKS	6.4%	5.7%	7.1%	12.6%	8.6%	5.4%	7.6%	1.7%	8.9%	5.3%	50.1%	11.5%	11.0%	10.4%
TAKS-I Only	0.1%	0.1%	0.1%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.4%	0.1%	0.1%	0.0%
SDAA II Only	5.4%	5.0%	6.9%	12.0%	8.4%	5.2%	7.6%	1.7%	8.6%	5.1%	48.4%	11.1%	10.9%	10.1%
TAKS-I/SDAA II Only	0.8%	0.6%	0.2%	0.4%	0.1%	0.2%	0.0%	0.0%	0.3%	0.1%	1.2%	0.3%	0.1%	0.3%
<b>By Acct Status</b>														
Acct System	90.5%	91.1%	90.4%	84.5%	88.9%	92.9%	85.9%	90.0%	89.8%	91.3%	81.6%	88.0%	84.8%	90.1%
Non-Acct System	6.5%	6.2%	6.4%	12.0%	5.7%	5.3%	10.9%	2.1%	6.6%	6.0%	8.0%	6.9%	3.6%	4.7%
Mobile	5.6%	5.5%	5.7%	7.5%	5.6%	5.1%	10.9%	2.1%	5.9%	5.2%	6.6%	5.9%	3.4%	4.0%
Non-Acct Test	0.2%	0.1%	0.1%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.4%	0.1%	0.1%	0.0%
Katrina/Rita	0.8%	0.6%	0.6%	4.2%	0.1%	0.1%	0.0%	0.0%	0.6%	0.7%	1.0%	0.9%	0.1%	0.7%
<b>Not Tested</b>	2.9%	2.7%	3.2%	3.5%	5.3%	1.9%	3.3%	8.0%	3.6%	2.8%	10.4%	5.2%	11.6%	5.2%
Absent	0.2%	0.2%	0.3%	0.4%	0.3%	0.2%	1.1%	0.0%	0.3%	0.2%	1.0%	0.4%	0.1%	0.4%
ARD Exempt	0.7%	0.6%	0.9%	1.6%	0.7%	0.8%	1.1%	1.0%	1.1%	0.7%	6.2%	1.3%	1.0%	0.9%
LEP Exempt	1.0%	1.0%	1.1%	0.2%	3.3%	0.1%	0.0%	3.8%	1.1%	1.1%	0.0%	2.3%	8.4%	2.5%
Other	1.0%	0.8%	0.9%	1.2%	1.1%	0.7%	1.1%	3.1%	1.1%	0.7%	3.0%	1.1%	2.1%	1.4%
Katrina/Rita	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%
<b>Total Count</b>	<b>3,001,657</b>	<b>326,756</b>	<b>12,389</b>	<b>1,578</b>	<b>3,440</b>	<b>6,961</b>	<b>92</b>	<b>289</b>	<b>6,285</b>	<b>6,082</b>	<b>1,762</b>	<b>4,450</b>	<b>1,603</b>	<b>4,916</b>

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2006-07 District Performance

District Name: DENTON ISD  
District #: 061901

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Exit-Level Cumulative Pass Rate</b>															
Class of 2007	84%	86%	83%	63%	70%	91%	100%	91%	85%	80%	57%	69%	37%	73%	
Class of 2006	87%	89%	84%	78%	69%	90%	*	91%	84%	84%	37%	66%	52%	65%	
<b>Progress of Prior Year TAKS Failers (Sum of Grades 4-11)</b>															
<b>Percent of Failers Passing TAKS</b>															
Reading/ELA	2007	50%	50%	51%	47%	43%	67%	*	63%	52%	50%	56%	43%	35%	49%
	2006	51%	56%	55%	52%	41%	72%	*	58%	57%	53%	45%	42%	27%	50%
Mathematics	2007	34%	35%	36%	30%	30%	46%	67%	38%	35%	29%	29%	22%	35%	
	2006	32%	33%	38%	30%	32%	47%	60%	40%	37%	33%	30%	21%	35%	
<b>Average TGI Growth</b>															
Reading/ELA	2007	0.55	0.57	0.59	0.41	0.48	0.86	*	0.82	0.56	0.62	0.46	0.51	0.42	0.57
	2006	0.56	0.93	0.61	0.51	0.41	0.90	*	0.57	0.61	0.61	0.26	0.40	0.29	0.52
Mathematics	2007	0.33	0.32	0.34	0.22	0.31	0.43	0.50	0.42	0.39	0.30	0.31	0.30	0.26	0.33
	2006	0.34	0.36	0.43	0.35	0.37	0.53	0.67	0.72	0.41	0.45	0.30	0.34	0.30	0.41
<b>Student Success Initiative</b>															
<b>Grade 3 Reading (English and Spanish)</b>															
<b>Students Requiring Accelerated Instruction</b>															
	2007	12%	11%	11%	16%	20%	6%	13%	6%	12%	10%	14%	22%	22%	22%
	2006	12%	10%	12%	15%	25%	5%	< 1%	4%	14%	10%	19%	23%	27%	26%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>															
	2007	94%	94%	95%	91%	89%	98%	> 99%	> 99%	94%	95%	94%	88%	87%	88%
	2006	94%	95%	94%	94%	83%	99%	> 99%	> 99%	92%	95%	88%	85%	82%	85%
<b>Grade 5 Reading (English and Spanish)</b>															
<b>Students Requiring Accelerated Instruction</b>															
	2007	18%	17%	15%	24%	29%	7%	< 1%	3%	16%	14%	20%	30%	48%	33%
	2006	20%	17%	17%	23%	31%	9%	10%	8%	16%	17%	21%	32%	57%	37%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>															
	2007	90%	92%	92%	86%	81%	97%	> 99%	> 99%	92%	92%	88%	81%	66%	79%
	2006	89%	91%	90%	86%	79%	97%	> 99%	96%	91%	90%	85%	79%	60%	76%
<b>Grade 5 Mathematics (English and Spanish)</b>															
<b>Students Requiring Accelerated Instruction</b>															
	2007	15%	15%	15%	25%	28%	7%	17%	3%	15%	16%	19%	31%	44%	32%
	2006	19%	17%	18%	30%	34%	9%	< 1%	< 1%	16%	20%	24%	33%	55%	39%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>															
	2007	91%	91%	90%	84%	80%	96%	> 99%	97%	91%	90%	86%	78%	68%	77%
	2006	90%	91%	89%	84%	77%	96%	> 99%	> 99%	90%	89%	92%	79%	59%	74%



T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2006-07 District Performance

District Name: DENTON ISD  
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Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
<b>English Language Learners Progress Measure</b>														
2006-07	70%	72%	75%	92%	74%	92%	*	92%	72%	78%	35%	74%	69%	73%
2005-06	66%	69%	67%	90%	66%	91%	*	89%	65%	70%	20%	66%	62%	67%
<b>Attendance Rate</b>														
2005-06	95.5%	95.8%	95.8%	95.7%	96.0%	95.7%	95.0%	97.7%	95.8%	95.8%	94.3%	95.4%	96.7%	95.2%
2004-05	95.7%	95.8%	95.7%	96.0%	96.0%	95.5%	95.4%	97.7%	95.7%	95.8%	94.4%	95.3%	96.6%	95.3%
<b>Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)</b>														
2005-06	0.4%	0.3%	0.2%	0.3%	0.4%	0.1%	0.0%	0.0%	0.1%	0.3%	0.0%	0.3%	0.7%	0.2%
<b>Annual Dropout Rate (Gr 7-12) (AEA Indicator)</b>														
2005-06	2.6%	1.8%	0.5%	0.5%	0.7%	0.5%	0.0%	0.0%	0.7%	0.4%	0.9%	0.4%	0.8%	0.5%
<b>Annual Dropout Rate (Gr 9-12)</b>														
2005-06	3.7%	2.5%	0.7%	0.7%	0.9%	0.7%	0.0%	0.0%	1.0%	0.4%	1.4%	0.5%	0.9%	0.7%
<b>Completion/Student Status Rate (Gr 9-12)</b>														
<b>Class of 2006</b>														
Graduated	80.4%	84.4%	80.7%	78.2%	63.1%	86.8%	*	100.0%	77.5%	84.3%	64.8%	68.2%	53.5%	56.6%
Received GED	2.3%	2.1%	4.0%	0.8%	4.1%	4.9%	*	0.0%	5.8%	2.0%	8.6%	3.5%	0.0%	6.7%
Continued HS	8.6%	7.2%	13.0%	21.0%	27.7%	6.4%	*	0.0%	13.9%	12.0%	18.1%	22.5%	34.9%	31.7%
Dropped Out (4-yr)	8.8%	6.3%	2.3%	0.0%	5.1%	1.9%	*	0.0%	2.8%	1.7%	8.6%	5.8%	11.6%	5.0%
<b>Class of 2005</b>														
Graduated	84.0%	86.8%	84.2%	85.6%	82.2%	84.2%	100.0%	89.5%	80.3%	88.1%	68.9%	72.4%	72.1%	63.6%
Received GED	3.8%	3.6%	7.4%	4.8%	2.3%	9.2%	0.0%	10.5%	9.7%	4.9%	7.5%	9.4%	0.0%	14.2%
Continued HS	7.9%	6.3%	7.3%	7.7%	12.1%	6.1%	0.0%	0.0%	8.9%	5.6%	20.8%	15.3%	23.3%	19.7%
Dropped Out (4-yr)	4.3%	3.3%	1.2%	1.9%	3.4%	0.5%	0.0%	0.0%	1.1%	1.3%	2.8%	3.0%	4.7%	2.5%
<b>Completion Rate II (w/GED) (AEA Indicator)</b>														
Class of 2006	91.2%	93.7%	97.7%	100.0%	94.9%	98.1%	*	100.0%	97.2%	98.3%	91.4%	94.2%	88.4%	95.0%
Class of 2005	95.7%	96.7%	98.8%	98.1%	96.6%	99.5%	100.0%	100.0%	98.9%	98.7%	97.2%	97.0%	95.3%	97.5%
<b>Completion Rate I (w/o GED) (Standard Accountability Indicator)</b>														
Class of 2006	88.9%	91.6%	93.7%	99.2%	90.8%	93.2%	*	100.0%	91.3%	96.3%	82.9%	90.8%	88.4%	88.3%
Class of 2005	91.9%	93.1%	91.4%	93.3%	94.3%	90.3%	100.0%	89.5%	89.2%	93.7%	89.6%	87.7%	95.3%	83.3%
<b>COLLEGE READINESS INDICATORS</b>														
<b>Advanced Course/Dual Enrollment Completion</b>														
2005-06	21.0%	22.0%	19.8%	7.7%	12.3%	24.8%	17.9%	46.7%	18.8%	20.8%	3.2%	8.7%	11.5%	10.2%
2004-05	20.5%	21.6%	21.6%	8.7%	14.4%	26.0%	23.1%	50.5%	21.6%	21.6%	4.8%	10.0%	15.5%	9.9%
<b>RHSP/DAP Graduates</b>														
Class of 2006	75.7%	76.6%	78.5%	75.0%	72.9%	80.2%	*	90.5%	74.5%	82.5%	17.1%	62.5%	53.8%	60.6%
Class of 2005	72.3%	73.8%	78.4%	60.9%	75.8%	81.3%	100.0%	100.0%	72.4%	84.3%	20.8%	66.7%	59.4%	59.1%

T E X A S E D U C A T I O N A G E N C Y  
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District Name: DENTON ISD  
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Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>AP/IB Results Tested</b>															
	2006	18.9%	20.8%	30.2%	10.3%	17.2%	37.4%	12.5%	62.5%	25.5%	34.6%	n/a	n/a	n/a	n/a
	2005	18.4%	19.7%	24.0%	5.8%	11.0%	30.2%	37.5%	41.3%	20.9%	27.1%	n/a	n/a	n/a	n/a
<b>Examinees &gt;= Criterion</b>															
	2006	51.3%	54.2%	41.8%	23.8%	45.9%	41.7%	*	50.0%	46.7%	38.4%	n/a	n/a	n/a	n/a
	2005	51.8%	56.0%	53.2%	60.0%	48.6%	53.3%	*	63.2%	50.0%	55.7%	n/a	n/a	n/a	n/a
<b>Scores &gt;= Criterion</b>															
	2006	47.2%	47.7%	35.8%	16.1%	35.9%	35.0%	*	51.1%	40.5%	32.3%	n/a	n/a	n/a	n/a
	2005	47.4%	50.3%	49.6%	50.0%	38.9%	49.3%	50.0%	66.7%	45.8%	52.5%	n/a	n/a	n/a	n/a
<b>Texas Success Initiative (TSI) - Higher Education Readiness Component</b>															
<b>Eng Lang Arts</b>	2007	53%	56%	48%	29%	30%	55%	75%	57%	43%	51%	14%	29%	4%	31%
	2006	40%	42%	24%	17%	18%	28%	17%	38%	19%	30%	11%	15%	6%	16%
<b>Mathematics</b>	2007	54%	57%	53%	25%	40%	60%	63%	86%	60%	46%	18%	34%	13%	25%
	2006	51%	53%	50%	28%	28%	60%	60%	81%	54%	45%	10%	27%	8%	29%
<b>SAT/ACT Results Tested</b>															
<b>Class of 2006</b>		65.8%	66.7%	67.0%	66.7%	42.9%	69.5%	*	90.5%	63.9%	70.0%	n/a	n/a	n/a	n/a
<b>Class of 2005</b>		65.5%	66.4%	74.1%	65.2%	53.3%	75.3%	?	?	71.8%	76.2%	n/a	n/a	n/a	n/a
<b>At/Above Criterion</b>															
<b>Class of 2006</b>		27.1%	33.3%	30.6%	6.7%	14.8%	37.3%	*	47.4%	35.5%	26.4%	n/a	n/a	n/a	n/a
<b>Class of 2005</b>		27.4%	33.7%	30.3%	8.9%	11.1%	36.0%	50.0%	45.5%	31.4%	29.4%	n/a	n/a	n/a	n/a
<b>Mean SAT Score</b>															
<b>Class of 2006</b>		991	1025	1011	842	920	1045	*	1119	1040	986	n/a	n/a	n/a	n/a
<b>Class of 2005</b>		992	1029	1017	855	919	1050	1070	1077	1011	1022	n/a	n/a	n/a	n/a
<b>Mean ACT Score</b>															
<b>Class of 2006</b>		20.1	21.2	20.5	17.7	19.1	22.1	-	*	20.8	20.4	n/a	n/a	n/a	n/a
<b>Class of 2005</b>		20.0	21.0	20.1	16.9	17.8	21.2	*	21.3	20.2	20.1	n/a	n/a	n/a	n/a
<b>College-Ready Graduates</b>															
<b>Class of 2006</b>															
<b>Eng Lang Arts</b>		48%	51%	43%	20%	30%	49%	*	70%	40%	45%	11%	29%	6%	20%
<b>Mathematics</b>		52%	55%	57%	29%	40%	65%	*	85%	64%	50%	17%	35%	44%	34%
<b>Both Subjects</b>		35%	39%	34%	12%	20%	41%	*	65%	36%	33%	5%	18%	0%	11%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'\*' indicates results are masked due to small numbers to protect student confidentiality.

'-' indicates zero observations reported for this group.

'n/a' indicates data reporting is not applicable for this group.

## District TAKS Needs Assessment

**Denton ISD: 06-07 TAKS Data used for Needs Assessment based on 07-08 AEIS Accountability Standards**

### 2007-2008 AEIS Standards

Reading / ELA 3-11 Exemplary: 90% Recognized: 75% Acceptable: <b>70%</b>	Writing 4,7 Exemplary: 90% Recognized: 75% Acceptable: 65%	Math 3-11 Exemplary: 90% Recognized: 75% Acceptable: <b>50%</b>	Social Studies 8, 10-11 Exemplary: 90% Recognized: 75% Acceptable: 65%	Science 5, 10-11 Exemplary: 90% Recognized: 75% Acceptable: <b>45%</b>
<b>ALL-90</b> <b>African American</b> -84 <b>Hispanic</b> -82 <b>White-96</b> <b>Econ Disad</b> -81	<b>ALL-94</b> <b>African American</b> -90 <b>Hispanic-91</b> <b>White-96</b> <b>Econ Disad</b> -89	<b>ALL-78</b> <b>African American</b> -64 <b>Hispanic</b> -66 <b>White</b> -86 <b>Econ Disad</b> -64	<b>ALL-89</b> <b>African American</b> -81 <b>Hispanic</b> -79 <b>White-95</b> <b>Econ Disad</b> -77	<b>ALL-75</b> <b>African American</b> -57 <b>Hispanic</b> -56 <b>White</b> -86 <b>Econ Disad</b> -.56

**Exemplary = BOLD**

**Green = Recognized**

**Yellow = Acceptable**

**RANK ORDER OF DISTRICT NEEDS: Using  
AEIS Reports and "TAKS-Return" Software**

**30** students tested /subgroup counts for **AEIS**

**50** students tested/ subgroup counts for **AYP**

**\*2008 AYP Reading/ELA 60% AYP Math 50%**

Content Area	Grade Level		Subgroups		
1.Science	a. <b>*All</b> <b>Grades/Students</b>	b. <b>11<sup>th</sup> 10<sup>th</sup> *8<sup>th</sup></b> <b>5<sup>th</sup></b>	a. <b>Econ. Disadv.</b> <b>*10th</b>	b. <b>Hispanic</b> <b>*10th</b>	c. <b>Afr. American</b> <b>*10th</b>
2.Math	a. <b>All</b> <b>Grades/Students</b>	b. <b>5<sup>th</sup> 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup></b> <b>11<sup>th</sup> 3<sup>rd</sup> 4<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup></b>	a. <b>Econ. Disadv.</b> <b>*9th, 10th</b>	b. <b>Afr. American</b> <b>*9th,10th</b>	c. <b>Hispanic</b> <b>*9th, 10th</b>
3.Social Studies	a. <b>*All</b> <b>Grades/Students</b>	b. <b>8<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup></b>	a. <b>Hispanic</b>	b. <b>Econ. Disadv.</b>	c. <b>Afr. American</b>
4. Reading/ELA	a.*All <b>Grades/Students.</b>	b. <b>4<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup></b>	a. <b>Hispanic</b>	b. <b>Econ. Disadv.</b>	c. <b>Afr. American</b>

**Denton ISD/State TAKS Results - Spring 2007**  
**Reading/English Language Arts Grades 3-11**

Location	Grades	All Students	Chg	African Amer.	Chg	Hispanic	Chg	White	Chg	Eco. Disad.	Chg
Borman	3-5	77.0	3.0	82.0	-2.0	71.0	4.0	90.0	5.0	72.0	4.0
Evers	3-5	83.0	-1.0	69.0	-20.0	76.0	-1.0	99.0	9.0	75.0	-4.0
Ginnings	3-5	92.0	0.0	74.0	-13.0	90.0	4.0	97.0	2.0	88.0	0.0
Hawk	3-5	99.0	3.0	96.0	4.0	97.0	9.0	>99	*	97.0	7.0
Hodge	3-5	87.0	5.0	73.0	15.0	80.0	-1.0	97.0	10.0	81.0	7.0
Houston	3-5	97.0	5.0	97.0	3.0	91.0	27.0	98.0	1.0	96.0	14.0
Lee	3-5	84.0	3.0	80.0	17.0	81.0	4.0	91.0	-5.0	81.0	7.0
McNair	3-5	93.0	-1.0	86.0	-6.0	87.0	-3.0	97.0	2.0	84.0	-5.0
Pecan Creek	3-5	93.0	-2.0	95.0	3.0	64.0	-16.0	98.0	0.0	77.0	-6.0
Providence	3-5	98.0	2.0	>99	*	>99	*	97.0	0.0	95.0	6.0
Rayzor EP	3-5	95.0	-1.0	>99	*	84.0	-7.0	96.0	-1.0	79.0	2.0
Rayzor N	3-5	78.0	-3.0	86.0	11.0	64.0	-3.0	90.0	-7.0	66.0	-6.0
Rivera	3-5	81.0	5.0	76.0	-12.0	81.0	11.0	84.0	0.0	79.0	7.0
Ryan WS	3-5	97.0	4.0	92.0	1.0	93.0	9.0	98.0	1.0	92.0	8.0
Savannah	3-5	94.0	N/A	96.0	N/A	79.0	N/A	98.0	N/A	85.0	N/A
Wilson	3-5	94.0	-2.0	86.0	-6.0	86.0	-3.0	98.0	0.0	90.0	0.0
Calhoun	6-8	86.0	0.0	84.0	0.0	80.0	3.0	93.0	-2.0	79.0	1.0
Crownover	6-8	96.0	6.0	90.0	0.0	91.0	12.0	98.0	4.0	90.0	10.0
McMath	6-8	96.0	3.0	93.0	1.0	88.0	8.0	98.0	2.0	86.0	2.0
Navo	6-8	93.0	NA	88.0	NA	90.0	NA	95.0	NA	86.0	NA
Strickland	6-8	93.0	6.0	87.0	14.0	86.0	8.0	96.0	4.0	87.0	11.0
DHS	9-11	86.0	1.0	78.0	-1.0	76.0	7.0	94.0	1.0	76.0	2.0
GHS	9-11	91.0	1.0	84.0	-6.0	82.0	4.0	95.0	2.0	77.0	8.0
RHS	9-11	87.0	-2.0	75.0	-8.0	78.0	-5.0	93.0	0.0	78.0	-4.0
DISD	3-11	90.0	1.0	84.0	-1.0	82.0	5.0	96.0	2.0	81.0	2.0
State	3-11	89.0	2.0	84	2	84	2	95	1	83	2

  Acceptable       Unacceptable  
  Less than 5 students - not reported in results/or not required for TEA analysis  
  Less than 30 students and 10% of tested population and not considered a valid accountability group

### Denton ISD/State TAKS Results - Spring 2007

#### Math Grades 3-11

Location	Grades	All Students	Chg	African Amer.	Chg	Hispanic	Chg	White	Chg	Eco. Disad.	Chg
Borman	3-5	69.0	1.0	67.0	7.0	65.0	1.0	78.0	-8.0	63.0	0.0
Evers	3-5	78.0	3.0	58.0	-6.0	76.0	9.0	90.0	2.0	74.0	7.0
Ginnings	3-5	85.0	0.0	66.0	1.0	79.0	3.0	93.0	1.0	79.0	1.0
Hawk	3-5	98.0	5.0	91.0	11.0	89.0	9.0	99.0	3.0	94.0	18.0
Hodge	3-5	79.0	-2.0	60.0	2.0	74.0	0.0	88.0	-2.0	72.0	0.0
Houston	3-5	94.0	0.0	94.0	0.0	91.0	25.0	94.0	-4.0	90.0	5.0
Lee	3-5	77.0	2.0	58.0	5.0	74.0	1.0	90.0	4.0	71.0	4.0
McNair	3-5	92.0	1.0	76.0	-14.0	87.0	5.0	97.0	3.0	80.0	-9.0
Pecan Creek	3-5	91.0	-2.0	95.0	12.0	62.0	-16.0	95.0	-2.0	74.0	-7.0
Providence	3-5	97.0	5.0	94.0	4.0	94.0	8.0	97.0	4.0	97.0	8.0
Rayzor EP	3-5	94.0	1.0	96.0	1.0	80.0	-6.0	96.0	2.0	68.0	-19.0
Rayzor N	3-5	74.0	2.0	86.0	11.0	58.0	2.0	87.0	1.0	64.0	1.0
Rivera	3-5	70.0	0.0	44.0	-16.0	76.0	10.0	75.0	-9.0	67.0	-1.0
Ryan WS	3-5	90.0	-2.0	87.0	1.0	82.0	4.0	94.0	-3.0	82.0	6.0
Savannah	3-5	85.0	N/A	79.0	N/A	76.0	N/A	90.0	N/A	68.0	N/A
Wilson	3-5	94.0	1.0	95.0	16.0	87.0	7.0	97.0	-2.0	88.0	3.0
Calhoun	6-8	63.0	-9.0	64.0	3.0	57.0	-5.0	70.0	-13.0	56.0	-6.0
Crownover	6-8	83.0	6.0	72.0	4.0	65.0	1.0	89.0	6.0	65.0	4.0
McMath	6-8	87.0	4.0	79.0	6.0	74.0	6.0	92.0	4.0	77.0	5.0
Navo	6-8	77.0	NA	67.0	NA	72.0	NA	82.0	NA	69.0	NA
Strickland	6-8	75.0	3.0	67.0	15.0	64.0	5.0	81.0	2.0	61.0	5.0
DHS	9-11	67.0	3.0	45.0	5.0	51.0	5.0	79.0	3.0	49.0	2.0
GHS	9-11	70.0	1.0	55.0	2.0	56.0	4.0	76.0	1.0	55.0	3.0
RHS	9-11	70.0	-1.0	45.0	-2.0	57.0	-3.0	80.0	-1.0	55.0	-1.0
DISD	3-11	78.0	1.0	64.0	1.0	66.0	3.0	86.0	1.0	64.0	1.0
State	3-11	77.0	2.0	64	3	71	3	87	1	69	3

Acceptable Unacceptable

Less than 5 students - not reported in results/or not required for TEA analysis

Less than 30 students and 10% of tested population and not considered a valid accountability group

**Denton ISD/State TAKS Results - Spring 2007**  
**Writing Grades 4 and 7**

	Grades	All Students	Chg	African Amer.	Chg	Hispanic	Chg	White	Chg	Eco. Disad.	Chg
Borman	4	90.0	2.0	>99	0.0	85.0	5.0	>99	*	87.0	1.0
Evers	4	75.0	-14.0	73.0	-2.0	71.0	-15.0	78.0	-19.0	69.0	-13.0
Ginnings	4	87.0	-2.0	55.0	-9.0	97.0	15.0	86.0	-9.0	87.0	9.0
Hawk	4	99.0	0.0	>99	*	92.0	*	>99	*	91.0	*
Hodge	4	94.0	-2.0	*	*	93.0	2.0	97.0	*	97.0	4.0
Houston	4	90.0	-2.0	88.0	-6.0	93.0	11.0	89.0	-7.0	>99	*
Lee	4	89.0	-2.0	73.0	*	89.0	2.0	96.0	*	87.0	2.0
McNair	4	94.0	5.0	94.0	*	86.0	0.0	97.0	10.0	92.0	-1.0
Pecan Creek	4	98.0	0.0	>99	*	91.0	*	98.0	-1.0	92.0	-2.0
Providence	4	97.0	4.0	>99	*	>99	*	96.0	2.0	91.0	9.0
Rayzor EP	4	96.0	-2.0	>99	*	92.0	*	97.0	-2.0	>99	*
Rayzor N	4	81.0	-1.0	*	*	78.0	7.0	83.0	-7.0	73.0	-1.0
Rivera	4	81.0	2.0	80.0	10.0	75.0	-5.0	90.0	8.0	74.0	-1.0
Ryan WS	4	98.0	*	>99	*	93.0	*	98.0	*	95.0	*
Savannah	4	96.0	N/A	>99	N/A	93.0	N/A	96.0	N/A	91.0	N/A
Wilson	4	99.0	3.0	>99	*	96.0	3.0	>99	*	>99	*
Calhoun	7	97.0	5.0	95.0	10.0	97.0	6.0	99.0	5.0	95.0	4.0
Crownover	7	95.0	1.0	91.0	-6.0	93.0	7.0	97.0	1.0	90.0	1.0
McMath	7	98.0	3.0	93.0	0.0	98.0	10.0	98.0	0.0	>99	*
Navo	7	95.0	NA	>99	NA	95.0	NA	93.0	NA	91.0	NA
Strickland	7	95.0	3.0	96.0	0.0	90.0	5.0	97.0	2.0	91.0	4.0
DHS	NA	NA		NA		NA		NA		NA	
GHS	NA	NA		NA		NA		NA		NA	
RHS	NA	NA		NA		NA		NA		NA	
DISD	4, 7	94.0	1.0	90.0	0.0	91.0	5.0	96.0	0.0	89.0	3.0
State	4,7	92.0	1.0	89.0	0.0	91.0	2.0	95.0	0.0	89	1

	Acceptable		Unacceptable
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	Less than 5 students - not reported in results/or not required for TEA analysis
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	Less than 30 students and 10% of tested population and not considered a valid accountability group
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**Denton ISD/State TAKS Results - Spring 2007**  
**Science Grades 5, 10-11**

	Grades	All Students	Chg	African Amer.		Hispanic	Chg	White	Chg	Eco. Disad.	Chg
Borman	5	60.0	-8.0	54.0	-3.0	53.0	-7.0	76.0	*	56.0	-4.0
Evers	5	74.0	5.0	56.0	-2.0	67.0	17.0	90.0	1.0	66.0	3.0
Ginnings	5	85.0	16	73	-13	71	15	94.0	23	73.0	12
Hawk	5	95.0	16	>99	*	64	41	99.0	12	73.0	35
Hodge	5	69.0	2.0	43.0	23.0	60.0	10.0	87.0	0.0	57.0	10.0
Houston	5	89.0	-3.0	83.0	-4.0	71.0	15.0	95.0	-2.0	68.0	-10.0
Lee	5	65.0	-5.0	60.0	*	62.0	-4.0	73.0	-19.0	49.0	-8.0
McNair	5	93.0	0.0	82.0	-4.0	88.0	-6.0	98.0	3.0	85.0	5.0
Pecan Creek	5	92.0	14.0	83.0	-5.0	77.0	33.0	96.0	6.0	78.0	36.0
Providence	5	93.0	20.0	*	*	73.0	23.0	96.0	12.0	80.0	60.0
Rayzor EP	5	96.0	4.0	91.0	16.0	94.0	19.0	97.0	1.0	75.0	25.0
Rayzor N	5	61.0	2.0	*	*	29.0	-16.0	94.0	14.0	35.0	-12.0
Rivera	5	58.0	7.0	54.0	16.0	51.0	11.0	79.0	-4.0	51.0	6.0
Ryan WS	5	76.0	-6.0	67.0	29.0	43.0	-14.0	85.0	-13.0	53.0	-10.0
Savannah	5	79.0	N/A	67.0	N/A	78.0	N/A	86.0	N/A	50.0	N/A
Wilson	5	98.0	11.0	>99	*	93.0	28.0	98.0	1.0	95.0	22.0
Calhoun	NA	NA		NA		NA		NA		NA	
Crownover	NA	NA		NA		NA		NA		NA	
McMath	NA	NA		NA		NA		NA		NA	
Navo	NA	NA		NA		NA		NA		NA	
Strickland	NA	NA		NA		NA		NA		NA	
DHS	10-11	69.0	2.0	43.0	6.0	53.0	9.0	81.0	1.0	51.0	6.0
GHS	10-11	72.0	-1.0	59.0	11.0	46.0	-8.0	80.0	-2.0	53.0	-1.0
RHS	10-11	73.0	-1.0	49.0	-7.0	56.0	4.0	84.0	-1.0	53.0	0.0
DISD	5, 10-11	75.0	2.0	57.0	4.0	56.0	4.0	86.0	1.0	56.0	3.0
State	5, 10-11	71.0	1.0	56	2	61	2	85.0	0.0	60	2

Acceptable

Unacceptable

Less than 5 students - not reported in results/or not required for TEA analysis

Less than 30 students and 10% of tested population and not considered a valid accountability group

**Denton ISD/State TAKS Results - Spring 2007**  
**Social Studies**  
**Grades 8, 10-11**

	Grades	All Students	Chg	African Amer.	Chg	Hispanic	Chg	White	Chg	Eco. Disad.	Chg
Borman	NA	NA		NA		NA		NA		NA	
Evers	NA	NA		NA		NA		NA		NA	
Ginnings	NA	NA		NA		NA		NA		NA	
Hodge	NA	NA		NA		NA		NA		NA	
Houston	NA	NA		NA		NA		NA		NA	
Lee	NA	NA		NA		NA		NA		NA	
McNair	NA	NA		NA		NA		NA		NA	
Pecan Creek	NA	NA		NA		NA		NA		NA	
Providence	NA	NA		NA		NA		NA		NA	
Rayzor EP	NA	NA		NA		NA		NA		NA	
Rayzor N	NA	NA		NA		NA		NA		NA	
Rivera	NA	NA		NA		NA		NA		NA	
Ryan WS	NA	NA		NA		NA		NA		NA	
Savannah	NA	NA		NA		NA		NA		NA	
Wilson	NA	NA		NA		NA		NA		NA	
Calhoun	8	76.0	-9.0	71.0	-17.0	64.0	-11.0	90.0	-3.0	64.0	-12.0
Crownover	8	94.0	1.0	97.0	1.0	79.0	-6.0	97.0	0.0	80.0	-6.0
McMath	8	92.0	-3.0	76.0	-19.0	85.0	-1.0	97.0	-1.0	79.0	-8.0
Navo	8	88.0	NA	90.0	NA	84.0	NA	89.0	NA	86.0	NA
Strickland	8	87.0	4.0	75.0	1.0	70.0	-1.0	95.0	7.0	72.0	2.0
DHS	10-11	91.0	1.0	80.0	-3.0	86.0	11.0	95.0	-1.0	82.0	1.0
GHS	10-11	92.0	-2.0	88.0	1.0	83.0	-1.0	95.0	-2.0	82.0	-2.0
RHS	10-11	90.0	1.0	76.0	-2.0	82.0	6.0	95.0	0.0	79.0	2.0
DISD	8, 10-11	89.0	-1.0	81.0	-4.0	79.0	1.0	95.0	0.0	77.0	-2.0
State	8, 10-11	89.0	2.0	84	3	84	4	95	1	83	4

Less than 5 students - not reported in results/or not required for TEA analysis

Less than 30 students and 10% of tested population and not considered a valid accountability group



## District TAKS Five-Year Comparison at Panel Recommendation

	2003	2004	2005	2006	2007
<b>Reading/ELA</b>					
All Students	77	82	84	89	90
African American	64	76	79	85	84
Hispanic	59	67	71	77	82
White	85	89	90	94	96
Econ Disadv	59	67	73	79	81
<b>Writing</b>					
All Students	83	90	91	93	94
African American	74	89	87	90	90
Hispanic	70	81	84	86	91
White	89	95	95	96	96
Econ Disadv	69	80	83	86	89
<b>Social Studies</b>					
All Students	82	88	89	90	89
African American	72	84	82	85	81
Hispanic	61	73	75	78	79
White	89	94	95	95	95
Econ Disadv	63	73	77	79	77
<b>Mathematics</b>					
All Students	60	70	74	77	78
African American	40	50	56	63	64
Hispanic	42	54	58	63	66
White	69	79	83	85	86
Econ Disadv	41	53	58	63	64
<b>Science</b>					
All Students	52	61	69	73	75
African American	24	36	47	53	57
Hispanic	27	32	45	52	56
White	62	74	81	85	86
Econ Disadv	28	32	46	53	56

## TELPAS Composite Ratings for ELLs at Advanced and Advanced High Proficiency Levels, 2006 and 2007

Grade	# of students tested* 05-06	# of students tested* 06-07	Percentage at Advanced and Advanced High 05-06	Statewide Percentage at Advanced and Advanced High 05-06	Percentage at Advanced and Advanced High 06-07	Statewide Percentage at Advanced and Advanced High 06-07
K	364	405	12%	13%	8%	15%
1	314	382	30%	27%	26%	31%
2 <sup>nd</sup>	288	298	42%	42%	45%	45%
3 <sup>rd</sup>	349	330	73%	66%	76%	71%
4 <sup>th</sup>	240	299	73%	72%	84%	79%
5 <sup>th</sup>	211	225	81%	66%	86%	83%
6 <sup>th</sup>	147	183	82%	72%	91%	84%
7 <sup>th</sup>	155	131	80%	79%	90%	82%
8 <sup>th</sup>	117	137	84%	78%	93%	86%
9 <sup>th</sup>	151	167	71%	78%	84%	67%
10 <sup>th</sup>	87	81	87%	81%	86%	78%
11 <sup>th</sup>	79	70	96%	84%	95%	74%
12 <sup>th</sup>	47	59	85%	87%	95%	85%
All students in K-2 <sup>nd</sup>	966	1085	27%	27%	24%	30%
All students in 3 <sup>rd</sup> -12 <sup>th</sup>	1583	1682	79%	73%	85%	78%

Source: TEA TELPAS Summary Report, All Students, Denton ISD, Spring 2006 and 2007 and TEA TELPAS, State Summary Report, All Students, September 2006 and 2007

\*Number of ELLs rated in the four language domains: K-12<sup>th</sup> TELPAS

TELPAS Composite Rating is weighted at 80% in Reading, 5% in Listening and 5% in Speaking and 10% in writing

### **Assessment Program Strengths:**

- There were gains in grades 2-9, 12 when comparing previous year's results
- The overall score in 3-12 was 7% above the state level.
- In grades 2-12 ELLs performed at the state level or above.

### **Assessment Program Needs:**

- K and 1st grades decreased in their percentage points.
- The overall score in K-2 was 6% below the state level with an increase of 119 ELL students from previous year.

**ELLs Progressing at Least One Language Proficiency Level in  
TELPAS from 2005 to 2006 and 2006 to 2007**

<b>Grade</b>	<b>Number Of Matched Students* 05-06</b>	<b>Gain at least one proficiency level a year 05-06</b>	<b>Statewide gain at least one proficiency level a year 05-06</b>	<b>Number Of Matched Students* 06-07</b>	<b>Gain at least one proficiency level a year 06-07</b>	<b>Statewide gain at least one proficiency level a year 06-07</b>
<b>3rd</b>				225	81%	73%
<b>4th</b>	92	43%	55%	161	60%	68%
<b>5th</b>	114	61%	63%	158	78%	73%
<b>6th</b>	47	39%	50%	103	66%	58%
<b>7th</b>	53	40%	48%	74	65%	57%
<b>8th</b>	49	52%	54%	83	70%	60%
<b>9th</b>	31	27%	29%	67	52%	34%
<b>10th</b>	33	45%	46%	37	53%	49%
<b>11th</b>	32	54%	47%	33	54%	48%
<b>12th</b>	23	51%	42%	26	46%	46%
<b>All Students 3rd-12th</b>	687	51%	57%	967	66%	63%

*Source: Summary Report, All Students, Denton ISD, Spring 2006 and 2007 and TEA TELPAS, State Summary Report, All Students, Spring 2006 and 2007*

\*Number of Students Tested Were Matched by TEA for 2005-2006 and 2006-2007

***Assessment Program Strengths:***

- Grades 3, 5-12 are at or above the statewide gain of at least one proficiency level a year
- All students 3<sup>rd</sup>-12<sup>th</sup> are 3% above the state average
- Last year there were two grade levels above the state average and this year there are 9 grade levels above the state average

***Assessment Program Needs:***

- Grades 4 is below the statewide gain of at least one proficiency level a year.

## ELLs Scoring at Advanced and Advanced High on the Reading Proficiency Test in English (RPTE), 2006 and 2007

Grade	# of students tested* 05-06	# of students tested* 06-07	District Percentage at Advanced and Advanced High 05-06	Statewide Percentage at Advanced and Advanced High 05-06	District Percentage at Advanced and Advanced High 06-07	Statewide Percentage at Advanced and Advanced High 06-07
3 <sup>rd</sup>	350	333	74%	66%	76%	71%
4 <sup>th</sup>	242	301	74%	72%	84%	78%
5 <sup>th</sup>	213	228	81%	79%	87%	84%
6 <sup>th</sup>	148	187	82%	79%	92%	85%
7 <sup>th</sup>	156	135	84%	79%	91%	82%
8 <sup>th</sup>	117	140	86%	81%	95%	87%
9 <sup>th</sup>	153	168	71%	65%	84%	68%
10 <sup>th</sup>	90	82	89%	78%	86%	78%
11 <sup>th</sup>	80	70	98%	84%	95%	83%
12 <sup>th</sup>	47	59	89%	87%	95%	85%
All students in 3 <sup>rd</sup> -12 <sup>th</sup>	1598	1703	80%	74%	80%	78%

Source: TEA TELPAS Summary Report. All Students, Denton ISD, Spring 2006 and 2007 and TEA TELPAS, State Summary Report, All Students, September 2006 and 2007

\*Number of students administered the RPTE

### Assessment Program Strengths:

- The percent of students scoring at Advanced and Advanced High was above the state average at all grade levels. ELLs scored 2 % above the state level.
- RPTE data shows a range of 76% to 95% of ELLs at an Advanced and Advanced High Rating in grades 3-12.

### Assessment Program Needs:

- 10<sup>th</sup> grade and 11<sup>th</sup> grade dropped 3% when comparing ratings from last year. While both grades did not score as well this year, they are still above the state average.

### Assessment Program Commitments:

- Provide district wide staff development on best practices such as the Sheltered Instruction Observation Protocol (SIOP) model/FUSE and TELPAS Rating of English proficiency levels in the four language domains.
- Supporting classrooms teachers to differentiate instruction according to the English proficiency level of the student.
- Mentoring of newly-certified classroom bilingual/ESL teachers by the coordinators and intervention specialist.
- Continue to provide ESL certification classes to general education teachers.
- Implementation of Literacy Squared in pre-K-5<sup>th</sup> grade bilingual classes will increase English proficiency levels in the primary grades by teaching English and Spanish guided reading according to the continuum.

## Bilingual Dyslexia Program

### Needs Assessment

**Program Status:**

- This is the second year of the implementation of the bilingual dyslexia program. The program currently employs 2 bilingual dyslexia intervention specialists
- Twenty-eight bilingual dyslexia students are served by specialists in grades 2-5. This is 5.81% of the bilingual student population from grades 2-5.
- Two dyslexia intervention specialists serve nine campuses. One therapist serves four campuses and one therapist serves five campuses.
- Lupita Pineda and Talle Gomez are the two bilingual dyslexia intervention specialists that test and serve all students for the bilingual dyslexia program this year.
- The specialists tested forty-seven students referred from 11/01/2006-10/01/2007.
- Two students transitioned from the Bilingual dyslexia program to the English dyslexia program in September 2007.

Campus	Grade	Number of Students 2007-2008	Number of Students Administered TAKS Reading Bundle /% passed 2006-2007
<b>Borman</b>	3	1	3 third grade students/100%
	4	2	
	5	1	
<b>Evers</b>	2	1	-0-
	3	1	
	5	2	
<b>Hodge</b>	4	1	1 fourth grade student/100% & 1 exempted 5 <sup>th</sup> grade student
<b>Lee</b>	3	2	-0-
<b>Newton Rayzor</b>	3	1	1 third grade student/0%
<b>Rivera</b>	2	1	3 third grade students/100% 1 fourth grade student/0%
	3	1	
	4	3	
	5	3	
<b>Wilson</b>	2	3	6 third grade students/83%
	4	5	
<b>Total Bilingual Hispanic Students</b>		<b>28</b>	<b>12 student/ 80%</b>

## **Bilingual Dyslexia Program**

### **Needs Assessment**

#### ***Program Needs Assessment:***

- Two additional bilingual dyslexia intervention specialists to help test and serve the nine campuses. The additional specialists will allow each specialist to be at campuses half-time as well as to serve the new bilingual campuses that will be opening in years to come.
- To find additional research-based Spanish dyslexia training programs and instructional resources for our specialists.
  - Training programs will help guide teacher's instruction in multi-sensory and phonemic awareness strategies.
- Continue to increase student success in reading.

#### ***Program Strengths Assessment:***

- 80% of our students that received the bilingual dyslexia services during the 2006-2007 school year passed the reading TAKS test.
- Bilingual students receive Spanish Dyslexia services before the transitioning into the English language.

## Early Literacy Inventory (ELI) 2006-2007

### Early Literacy Inventory (ELI) Assessment Program Status:

**Growth of K-2 District Average from 2006-2007 First ELI Administration to 2006-2007 End of Year Administration:**

**Stage 1=At-Risk                      Stage 2=Progressing                      Stage 3=On-Level**

<b>Kindergarten</b>	<b>Middle of Year</b>	<b>End of Year</b>	<b>Possible Score</b>
<b>Letter Identification</b>	48/ Stage 3	52 / Stage 2	54
<b>Letter Sounds</b>	22/ Stage 3	24 / Stage 2	26
<b>Word List</b>	8/ Stage 2	8 / Stage 2	10
<b>Concepts About Print</b>	6/ Stage 3	7 / Stage 3	7
<b>Phonological Awareness</b>	Stage 3	Stage 3	Stage 3
<b>Writing Sample</b>	Model 3 / Stage 3	Model 3 / Stage 3	Stage 3
<b>Text Level</b>	1A / Stage 2	3C / Stage 2	4D / Stage 3

<b>First Grade</b>	<b>Beginning of Year</b>	<b>End of Year</b>	<b>Possible Score</b>
<b>Letter Identification</b>	51 / Stage 2	54 / Stage 3	54
<b>Letter Sounds</b>	23 / Stage 2	26 / Stage 3	26
<b>Word List</b>	11 / Stage 2	14 / Stage 3	15
<b>Phonological Awareness</b>	Stage 3	Stage 3	Stage 3
<b>Dictation</b>	23 / Stage 2	44 / Stage 3	48
<b>Text Level</b>	4D / Stage 3	18J / Stage 3	18J / Stage 3

<b>Second Grade</b>	<b>Beginning of Year</b>	<b>End of Year</b>	<b>Possible Score</b>
<b>Word List</b>	17 / Stage 2	18 / Stage 3	20
<b>Dictation</b>	40 / Stage 2	43 / Stage 2	46
<b>Text Level</b>	18J / Stage 3	28M / Stage 2	30N / Stage 3
<b>Fluency</b>	75 / Stage 2	94 / Stage 3	90 or above

## **ELI Assessment Program Needs 2007-2008:**

### **ELI Revisions**

- Adjust ELI assessment timeline to add kindergarten assessment at beginning-of-year:
  - Letter Identification
  - Letter Sounds
  - Phonological Awareness
  - Concepts about Print
- Adjust ELI to add fluency assessment (wpm) at DRA Text Level E8 for kindergarten, first and second grade
- Increase phonological awareness tasks for first grade from 4 tasks to 8.
- Have full implementation of text level ceilings (K-2)
- Add greater alignment of text level accuracy, comprehension and fluency (wpm) for kindergarten, first and second grade.

### **Strengthen Writing Development in Kindergarten/First Grade**

- Stronger writing program will positively impact phonemic awareness/phonics development-letter, letter sound, and word identification knowledge
- Stronger writing program will positively impact text reading development
- Conduct district staff development series:
  - Building Writers for PK-K
  - Writer's Workshop
  - 6+1 Traits
  - SALSA for PK-2
- Provide classroom support through Curriculum Coordinators and ISTs

### **Strengthen Reading Development-Comprehension, Fluency, Vocabulary**

- Provide district staff development series:
  - Shared/Guided Reading for Kindergarten Teachers
  - Shared/Guided Reading for First Grade Teachers
  - Shared/Guided Reading for Second Grade/Third Grade Teachers
  - Reader's Workshop for First and Second Grade Teachers
  - SALSA
- Provide classroom support through Curriculum Coordinators and ISTs



### **ELI Test Administration and Data Keeping**

- Provide annual ELI updates and training conducted by the campus Reading Recovery/DLL team
- Provide annual updates and training on using Running Records as an assessment tool
- Increase use of ELI data for instructional decision-making at the campus-level through focused-study groups:
  - Literacy Teams
  - Professional Learning Communities (PLC)
- Explore possible funding sources for providing substitutes to assist K-2 classroom teachers with ELI assessment administration.

**Bilingual K-2nd Grade  
Needs Assessment**

**Spanish Early Literacy Inventory (SELI) & Early Literacy Inventory (ELI) Assessment Program Status**

Growth of K-2 District Average from 2006-2007 First SELI & ELI Administration to 2006-2007 End of Year Administration:

Stage 1=At Risk      Stage 2=Progressing      Stage 3 = On Level

Kindergarten SELI	Middle of Year	End of Year	Possible Score
Letter Identification	40/Stage 2	54/Stage 3	61
Letter Sounds	26/Stage 3	29/Stage 3	30
Word List	7/Stage 2	8/Stage 2	10
Concepts About Print	5/ Stage 2	6/Stage 3	7
Phonological Awareness	Stage 3	Stage 2	Stage 3
Listening	Stage 2	Stage 3	Stage 3
Dictation	15/Stage 3	20/Stage 3	25/Stage 3
Text Level	2B/Stage 3	4D/Stage 3	4D/Stage 3
% of Students on Overall Stage 2 (Progressing) & Stage 3 (On Level)		94%	100%

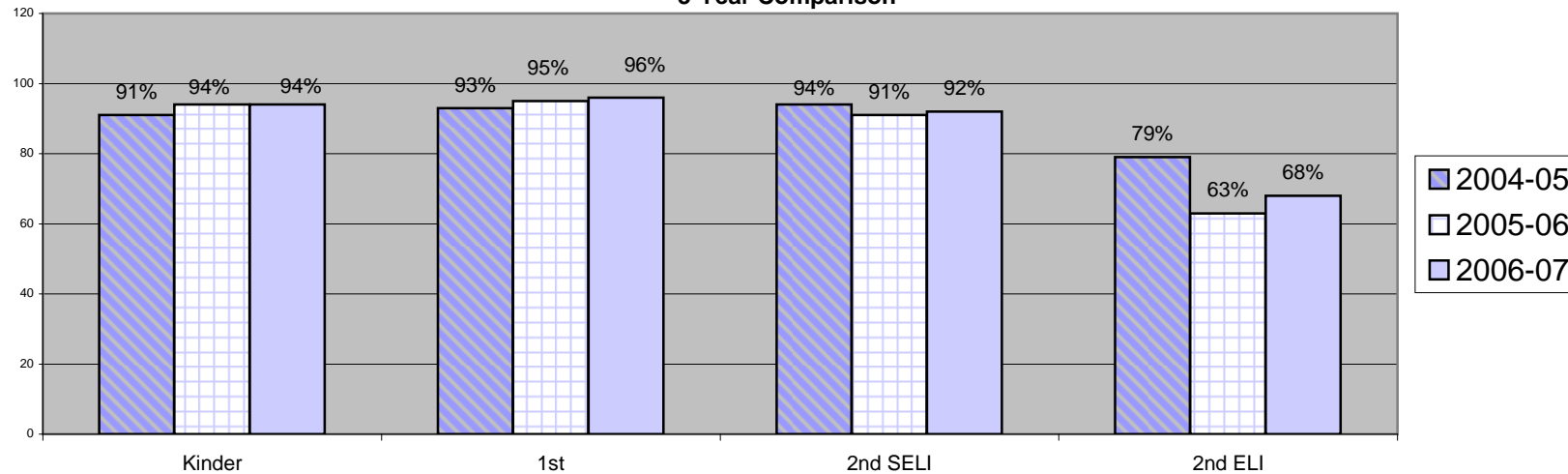
First Grade SELI	Beginning of Year	End of Year	Possible Score
Letter Identification	50/Stage 2	57/Stage 3	61
Letter Sounds	24/Stage 2	29/Stage 3	30
Word List	11/Stage 2	14/Stage 3	15
Phonological Awareness	Stage 3	Stage 3	Stage 3
Dictation	30/Stage 2	45/Stage 3	48/Stage 3
Text Level	6E/Stage 3	20K/Stage 3	18J/Stage 3
% of Students on Overall Stage 2 (Progressing) & Stage 3 (On Level)		96%	100%

Second Grade SELI	Beginning of Year	End of Year	Possible Score
Word List	18/Stage 3	18/Stage 3	20
Dictation	42/Stage 3	44/Stage 2	48
Text Level	18J/Stage 3	28M/Stage 3	30N/Stage 3
Fluency	65/Stage 2	78/Stage 2	90 or above
% of Students on Overall Stage 2 (Progressing) & Stage 3 (On Level)		92%	100%

Second Grade ELI	Beginning of Year	End of Year	Possible Score
Word List	13/Stage 2	16/Stage 2	20
Dictation	31/Stage 1	39/Stage 1	46
Text Level	8E/Stage 1	21K/ Stage 1	30N/Stage 3
Fluency	36/Stage 1	88/Stage 2	90 or above
% of Students on Overall Stage 2 (Progressing) & Stage 3 (On Level)		68%	100%

## Bilingual K-2nd Grade Needs Assessment

**SELI & ELI % Of Students in Stage 2/3  
3-Year Comparison**



***Program Needs Assessment :***

**Strengthen Second Grade Biliteracy:**

- Stronger Spanish writing program will positively impact text reading development in both languages.
- Focus on phrasing and fluency through reading with inflection and parsing through professional development and continual collaboration between second grade and DLL (Descubriendo la Lectura) teachers.
- Infuse cross-language connections and strategic use of the language through English and Spanish literacy development.

**Strengthen Kindergarten Phonemic Awareness and Guided & Shared Reading Instruction:**

- Conduct staff development series and provide classroom support in phonological awareness through various balanced literacy activities (reading, writing, and oral language) and continue the collaboration between kindergarten and DLL teachers.
- Provide oracy objectives in Spanish and English during oral language literacy activities.

***Program Strengths Assessment :***

**Grades Kindergarten- Second Grade:**

- On the 2006-2007 end of year SELI results, the percent of students scoring at Stage 2/3 (progressing/on-level) is above 92%.
- Comparison assessment results from 2005, 2006, & 2007 show an increase in the percent of students who score Stage 2/3 on the SELI by end of the year.

***Assessment Program Commitments:***

- District staff development series and 3 step-classroom support to implement Literacy Squared® to strengthen the balance of English and Spanish reading instruction.
- Introduction of the English reading instruction starting in kindergarten through Literacy Squared® will facilitate the increase of the ELI results while maintaining the Spanish literacy.
- Provide classroom support for teachers through DLL teachers, coordinator and intervention specialists.
- Determine funding sources for providing additional EDL kits and Spanish reading texts for all bilingual campuses.
- Increase use of SELI/ELI data for instructional decision-making at the campus-level through focused-study groups composed of teachers collaborating with DLL teachers, coordinators, and specialist.

**PERFORMANCE BASED MONITORING ANALYSIS SYSTEM  
BILINGUAL/ENGLISH AS A SECOND LANGUAGE  
NEEDS ASSESSMENT**

**PBMAS** is a district-level data driven analysis system developed by TEA to evaluate school districts' performance and Bilingual/ESL program effectiveness through ten indicators which include LEP Spanish and English TAKS Performance, TAKS LEP Year-After-Exit English TAKS Passing Rate, TAKS Participation Rate, Annual Dropout/Graduation Rate, RHSP/DAP Diploma Rate, and TELPAS Reading (RPTE) Multiyear Beginning Proficiency Rate.

INDICATOR	PBMAS STANDARD 06-07	DISTRICT RATE 06-07	INDICATOR
<b>1. BE ENGLISH TAKS PASSING RATE</b>			
(i) MATHEMATICS	45.0	73.0	0
(ii) READING / ELA	65.0	84.4	0
(iii) SCIENCE	40.0	50.0	0
(iv) SOCIAL STUDIES	65.0		No data
(v) WRITING	65.0	82.4	0
<b>2. ESL ENGLISH TAKS PASSING RATE</b>			
(i) MATHEMATICS	45.0	53.5	0
(ii) READING / ELA	65.0	64.1 / 55.0	ORI
(iii) SCIENCE	40.0	35.5 / 22.9	ORI
(iv) SOCIAL STUDIES	65.0	45.9	3
(v) WRITING	65.0	84.6	0
<b>3. BE SPANISH TAKS PASSING RATE</b>			
(i) MATHEMATICS	45.0	47.2	0
(ii) READING	65.0	65.3	0
(iii) SCIENCE	40.0	19.1	3
(iv) WRITING	65.0	71.4	0
<b>4. ESL SPANISH TAKS PASSING RATE</b>			
(i) MATHEMATICS	45.0	.	No data
(ii) READING	65.0	.	No data
(iii) SCIENCE	40.0	.	No data
(iv) WRITING	65.0	.	No data
<b>5. LEP YEAR-AFTER-EXIT ENGLISH TAKS PASSING RATE</b>			
(i) MATHEMATICS	45.0	79.4	0
(ii) READING / ELA	65.0	91.8	0
(iii) SCIENCE	40.0	78.4	0
(iv) SOCIAL STUDIES	65.0	76.3	0
(v) WRITING	65.0	96.9	0
<b>6. LEP TAKS/SDAA II PARTICIPATION RATE</b>			
	82.0	84.8	0
<b>7. LEP ANNUAL DROPOUT RATE</b>			
	2.0	0.8	0
<b>8. LEP RHSP/DAP GRADUATION RATE</b>			
	60.0	56.9	1
<b>9. LEP GRADUATION RATE</b>			
	48.5	53.5	Report Only
<b>10. RPTE MULTI-YEAR BEGINNING PROFICIENCY RATE</b>			
	5.5	3.1	Report Only

**PERFORMANCE BASED MONITORING ANALYSIS SYSTEM  
BILINGUAL/ENGLISH AS A SECOND LANGUAGE  
NEEDS ASSESSMENT**

***Program Assessment Needs:***

- ESL English Social Studies TAKS passing rate was 19.1% points below the PBMAS state accountability standard for the subject. The district received a performance level of 3 because students performed at least 10.1% points below the standard.
- BE Spanish Science TAKS passing rate was 20.9 % points below the PBMAS standard for the subject. The district received a performance level of 3.
- LEP RHSP/DAP Diploma Rate indicator is 3.1% points below the standard. The district received a performance level of 1 because students performed at least .1 to 5.0 percentage points below the standard.
- TELPAS Reading RPTE Multi-Year Beginning Proficiency Rate was 2.4 % points below the standard. The indicator is “Report Only” and it is possible next year TEA will assign a performance level.

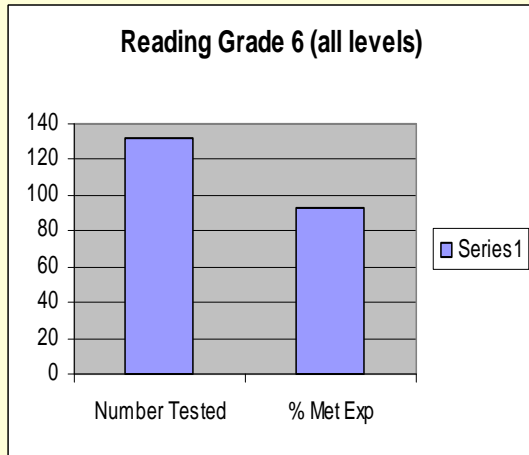
***Program Assessment Strengths***

- The district met seven out of ten indicators evaluated under the Bilingual ESL PBMAS.
- Bilingual English TAKS passing rate in grades 3-5 are meeting all TAKS indicators.
- ESL English TAKS passing rate in reading and science met the performance level only because of required improvement.
- LEP year after exit English TAKS passing rate surpasses the PBMAS standards.

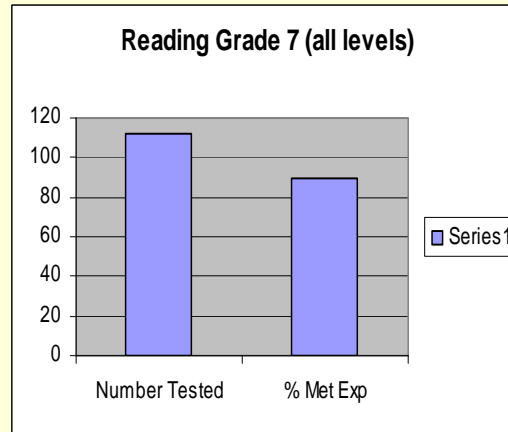
***Assessment Program Commitments:***

- The district is in a Stage IB of intervention and will take the steps required by the state and have formed a committee consisting of teachers, counselors, administrators, community members and parents. The committee will perform a Focused Data Analysis (FDA) to gather, disaggregate and review certain PBMAS indicators to determine possible causes for the performance of concern and identified issues.
- The results of the FDA will be used to formulate a Continuous Improvement Plan and will be submitted to TEA for approval. The FDA team will meet periodically to review progress.

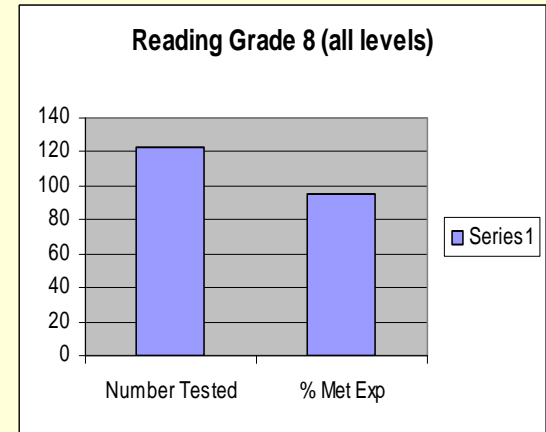
# Secondary SDAA-II Performance Spring 2007-Reading



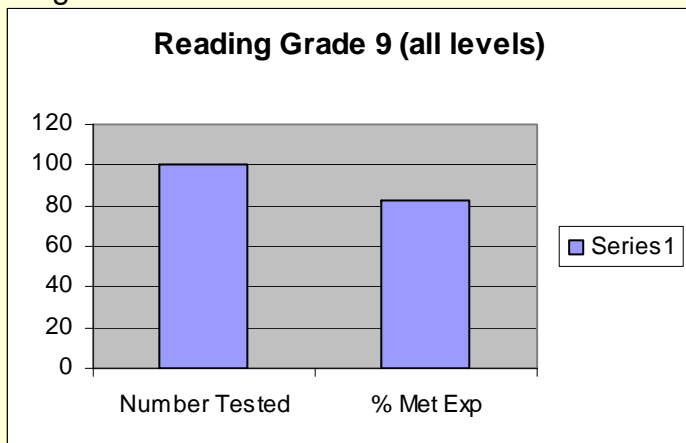
100% or 24 6<sup>th</sup> graders met standard at grade level



96% of 26 7<sup>th</sup> graders met standard at grade level

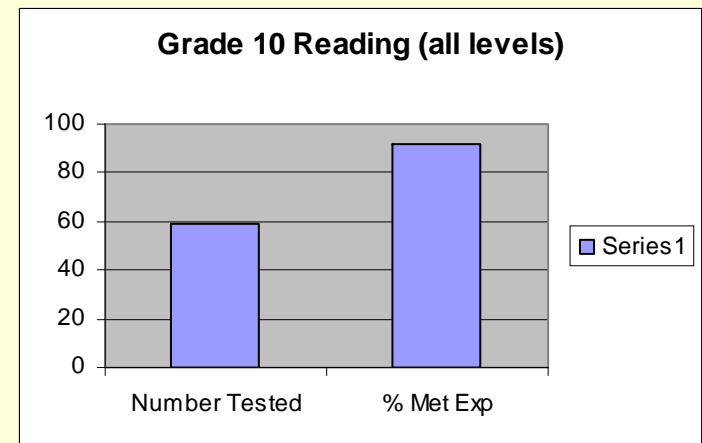


96 % of 28 8<sup>th</sup> graders met grade level standard



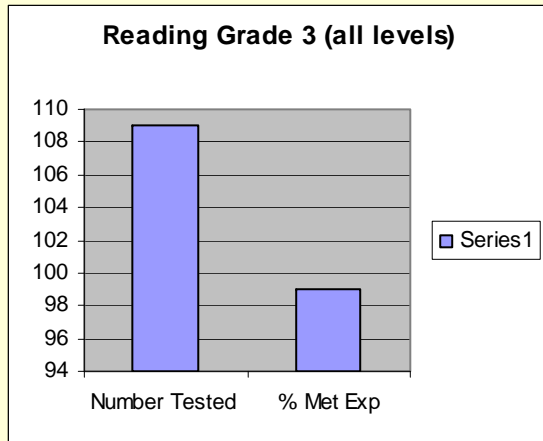
100% of 13 9<sup>th</sup> graders met standard at grade level

Nine 10<sup>th</sup> graders took the grade level E/LA-  
100% meeting expectations

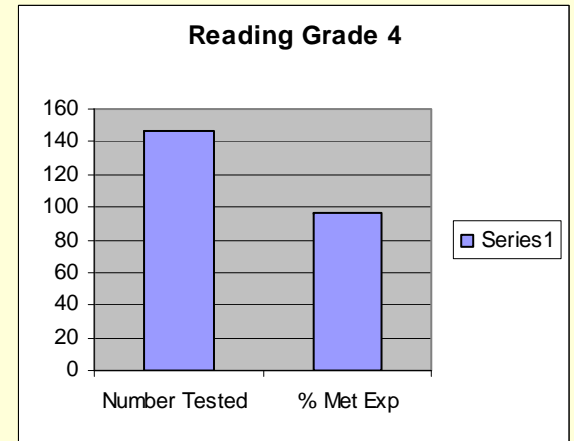


All participants reflected are off grade level

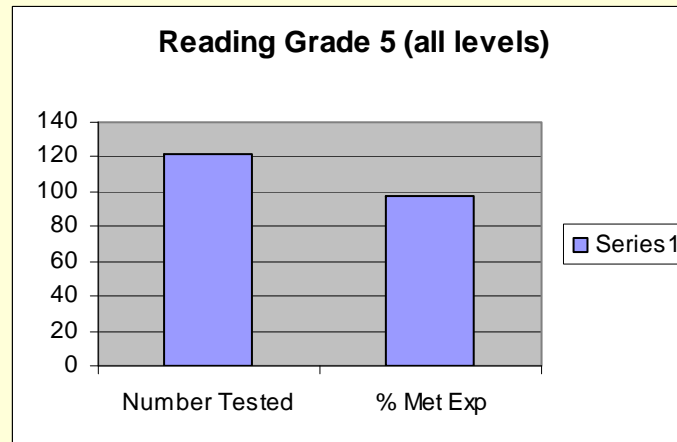
# Elementary SDAA-II Performance Spring 2007-Reading



100% of 24 3<sup>rd</sup> graders met standard at grade level

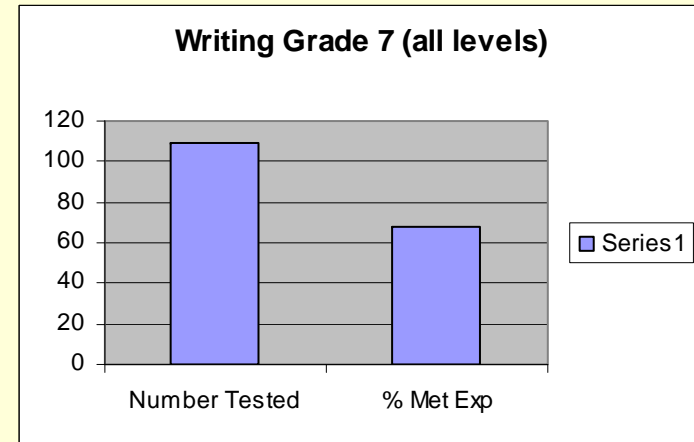
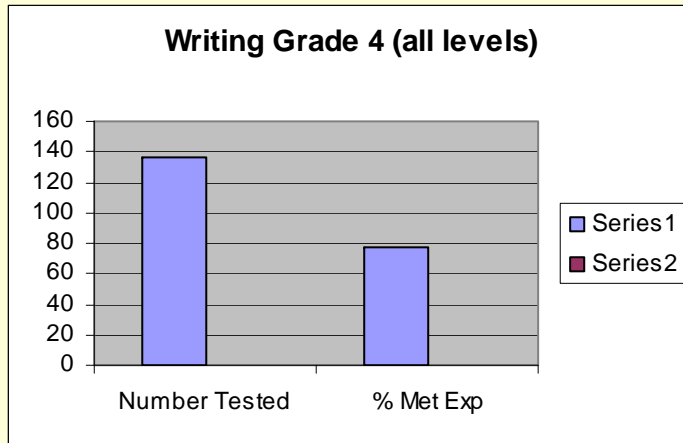


100% of 28 4<sup>th</sup> graders met grade level standard

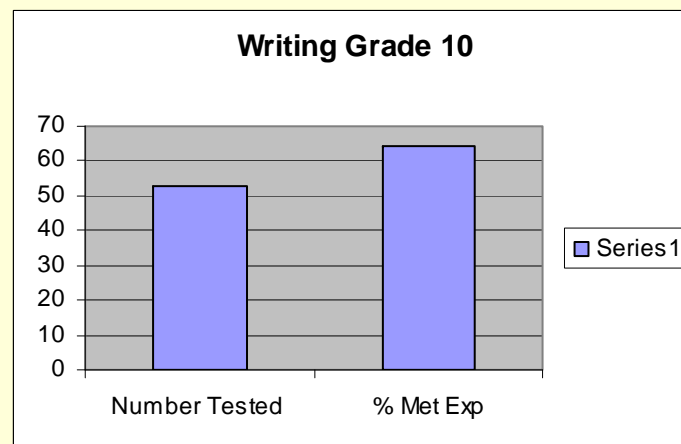


100% of 26 5<sup>th</sup> graders met grade level standard

# SDAA-II Performance Spring 2007-Writing



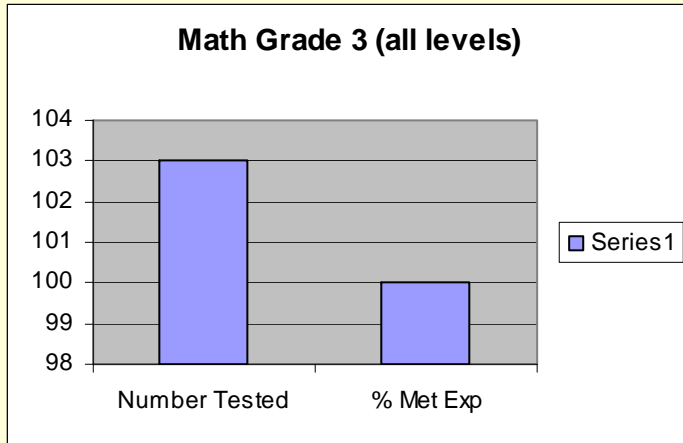
86% of 36 4<sup>th</sup> graders met grade level standard



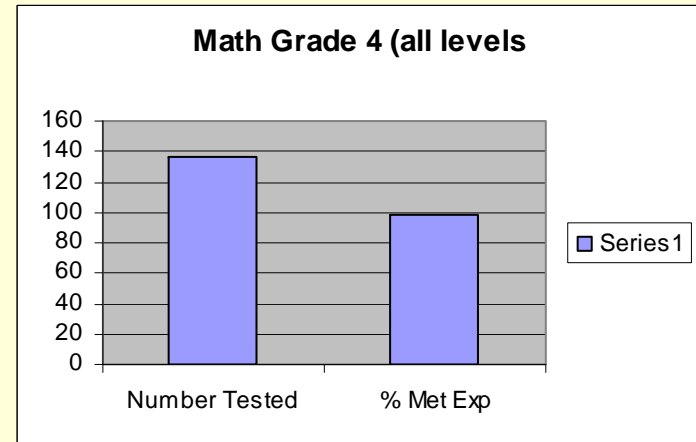
75% of 28 7<sup>th</sup> graders met grade level standards



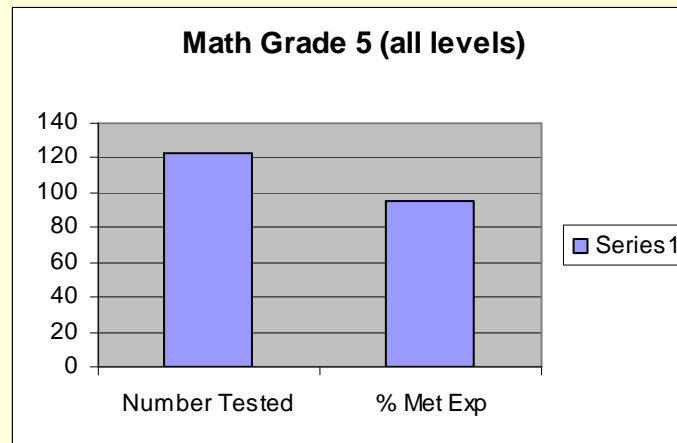
# Elementary SDAA-II Performance Spring 2007-Math



100% of 37  
3<sup>rd</sup> graders  
met  
standard on  
grade level  
test.

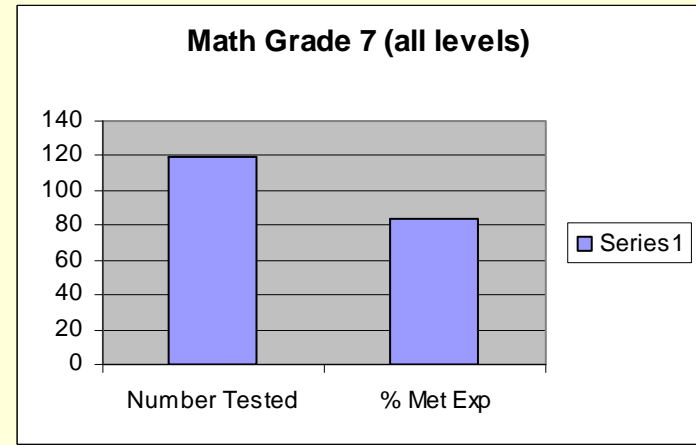
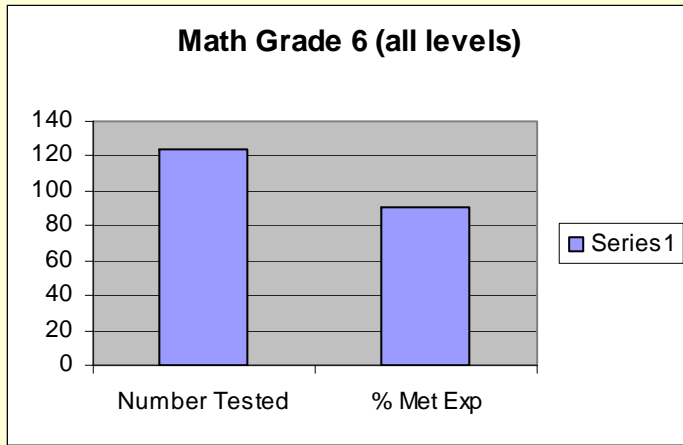


100% of 45  
students took 4<sup>th</sup>  
grade test and met  
standard

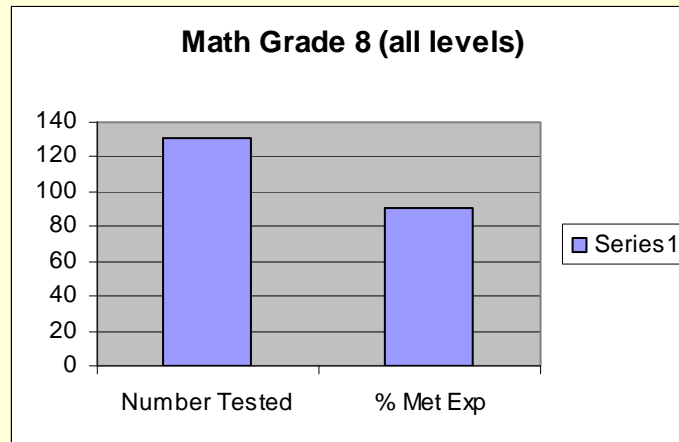


100% of 42 5<sup>th</sup> graders met standard on  
grade level

# Secondary SDAA-II Performance Spring 2007-Math



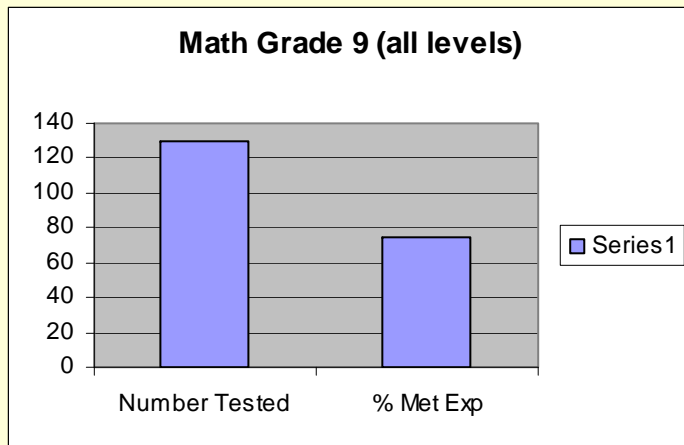
100% of 27 students tested at grade level met standard (6<sup>th</sup> grade)



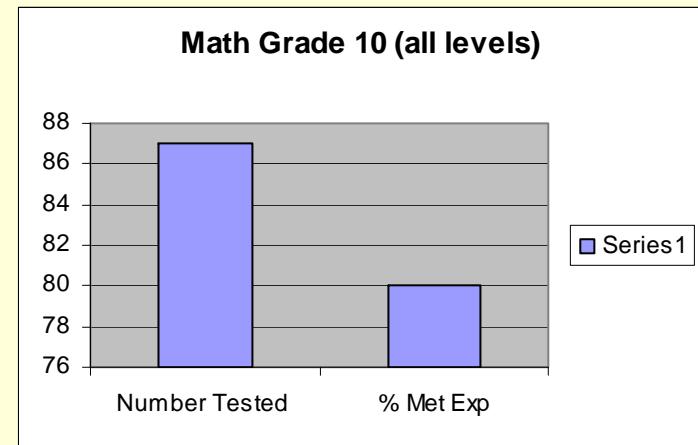
28 students tested at grade level, 93% met standard (7<sup>th</sup> grade)

31 students tested at grade level, 100% met standard

# Secondary SDAA-II Performance Spring 2007-Math



21 students tested at grade level 90%  
met standard



14 students tested at grade  
level 100% met standard

NEEDS ASSESSMENT FOR DENTON ISD  
DISTRICT IMPROVEMENT PLAN  
2007-2008

Dropout /Completion Rate  
**ATTENDANCE**

Overall percent of attendance for the 2006-2007 school years was **96.1%** the percentage of attendance for the year for the EE program (Early Education) was **92.4%**. The percentage of attendance for the PK program (Pre Kindergarten) was **95.0%**. The percentage of attendance for the year for the 16 elementary campuses and AWSYC was **97.3%**. The percentage of attendance for the year for the five middle school campuses was **96.3%**. The percentage of attendance for the two high schools for the year was **94.6%**. Data is taken from a summer resubmission to PEIMS.

Areas that can contribute to increasing student attendance:

- Yearly training/updates of campus attendance personnel.
- The secondary campuses have teachers input attendance daily on the computer.
- Input of enrollment data onto Pentamation at the beginning of the year needs to be completed no later than the end of the first week of the new school year. Input of enrollment data from new enrollees should be completed on the day the students enroll.
- Input of attendance data onto Pentamation needs to be done no later than the end of each school day. Attendance data consists of both the recording of the students who are absent on a given day and the recording of documentation received from parents/guardians for students who were previously absent.
- Early intervention by campus attendance committees for students who have excessive absences. At the elementary level last year there were **401** students who had 19 or more absences for the 2006-2007 school years. This is a **36%** increase in the number of elementary students with 19 or more absences during the year.
- Early intervention by campus personnel for students in violation of the Compulsory Attendance Law. Data for the elementary level is readily available to track the number of students who were in violation of the Compulsory Attendance Law. Using data collected during the summer of 2007 for students with three (3) or more unverified absences during a four week period, there were **1,360** students who, at least one time during the year, had three or more unverified absences in a four-week period and were in violation of the Compulsory Attendance Law. Of the **1,360** students reported in violation of the Compulsory Attendance Law, **403** were in violation of the Compulsory Attendance Law more than one time during the 2006-2007 school years. This is a **29.6%** increase from the 2005-2006 school year. One hundred seventeen (**117**) of the **1,360** students were referred to the Attendance Office for court action. This is an **8%** increase over the number of students who were referred for court action from the 2005-2006 school years.
- At the middle school level, there were a total of **182** cases filed in truancy court from the five middle schools, an increase of **46.7%** from 2005-2006. At the high school level, there were a total of **522** cases filed in truancy court, a decrease of **73.6%**.

## DROPOUTS/COMPLETION RATE

In 2003, the Texas Legislature amended the Texas Education Code (TEC) to define dropouts for state accountability according to the National Center for Education Statistics (NCES) definition. Specifically, statute now states that the Academic Excellence Indicators (TEC 39.051) include:

*(b) (2) dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education;*

Students who dropped out during the 2005-06 school year were the first to be reported according to the new definition. This appendix describes the changes that apply to state accountability.

### **Definitions:**

**Dropout.** A dropout is a student who was enrolled in 2005-06 in a Texas public school in grades 7-12, but did not return to a Texas public school the following fall within the school-start window, was not expelled, did not graduate, receive a GED, continue high school outside the Texas public school system, or begin college, or die.

**GED.** Under the NCES definition, students who leave school district to attend GED programs are counted as dropouts unless they receive their GED certificates by August 31. That is, students who left during the 2005-06 school year but earned their GEDs by August 31, 2006 were not counted as dropouts.

**Dropouts No Longer Removed.** In order to be in compliance with the NCES definition, three categories of dropouts that were removed from the state accountability dropout count in the past are no longer removed:

- Previous dropouts. Students who dropped out, then returned and dropped out again are counted as dropouts in each year they drop out.
- Duplicate Records. If more than one district reports a student as a dropout, and the last district of attendance cannot be determined, the student will be counted as dropout for both districts.
- ADA Ineligible Students. All students are now included in the dropout calculation, regardless of the Average Daily Attendance (ADA) eligibility code. They count in both the numerator and denominator. That is, students who are served but are not in the district's or campus's membership are no longer excluded from the methodology.

The drop out rate for 2004-2005 was as follows:

<b>DISTRICT</b>	<b>Dropouts Reported</b>	<b>Cumulative Enrollment</b>	<b>Accountability Dropout Rate</b>
African American	0	1075	0.2%
Hispanic	8	2094	0.4%
White	11	4745	0.2%
Native American	0	51	0.0%
Asian/Pac Islander	0	166	0.0%
Econ Disadvantaged	8	2863	0.3%
All Students	19	8131	0.2%

### **COMPLETION RATE**

**Standard:**

- **Exemplary**—Completion Rate I of 95.0% or more.
- **Recognized**—Completion Rate I of 85.0% or more.
- **Academically Acceptable**—Completion Rate I of 75.0% or more.

**Methodology:**

Number of completers (graduates + continuers)

---

Number in class (Graduates + continuers + GED Recipients + Dropouts)

The Completion rate for 2006-2007 was **97.5%**.

## Completion Rate I

Dropout Definition. 2008 is the second year for using the National Center for Education Statistics (NCES) definition of a dropout. The following table shows the progression of use of the NCES definition.

### Completion Rate Methodology

Accountability Year	Class Of	Cohort Years	Dropout Definition	Numerator	Denominator
2007	2006	2002-03 2003-04 2004-05 2005-06	TEA TEA TEA NCES	Graduates + Continuers	Graduates + Continuer + GED Recipients + Dropouts
2008	2007	2003-04 2004-05 2005-06 2006-07	TEA TEA NCES NCES	Graduates + Continuers	Graduates + Continuer + GED Recipients + Dropouts
2009	2008	2004-05 2005-06 2006-07 2007-08	TEA NCES NCES NCES	Graduates + Continuers	Graduates + Continuer + GED Recipients + Dropouts
2010	2010	2005-06 2006-07 2007-08 2008-09	NCES NCES NCES NCES	Graduates + Continuers	Graduates + Continuer + GED Recipients + Dropouts

Losing any child who has the potential to complete a high school education is a tragedy. The state has now reinforced responsibility that school districts have in doing all that is possible in helping students reach the goal of obtaining a high school education.

The number one priority for the district should be the preparation of students for success at the high school level.

- Early identification no later than the end of the first semester of ninth grade of students who do not have the social and/or academic skills to be successful in completing a high school program is an area that can contribute to decreasing student dropouts/increasing student completion of high school.

- The following table shows the number of ninth grade students enrolling in the ninth grade in 2003-04 who did not graduate in four year period.

	First Time 9 <sup>th</sup> 2003-2004	First Time 10 <sup>th</sup> 2004-2005	First Time 11 <sup>th</sup> 2005-2006	First Time 12 <sup>th</sup> 2006-2007
American Indian	9	7	6	7
Asian/Pacific Islander	24	24	27	22
African American	156	144	106	97
Hispanic	286	252	243	201
Caucasian	691	634	600	522
All Students	1166	1061	982	849

	Decrease 03-04 to 04-05	Decrease 04-05 to 05-06	Decrease 05-06	Decrease 04-05 to 06-07
All Students	9%	7.4%	13.5%	13.5%

The overall decrease from the time the students entered high school in the 2003-2004 school years to the year they should have graduated (2006-2007) was **27.2%**.



## **Technology Needs Assessment 2007-2008**

### **Federal Law – No Child Left Behind**

Fully integrate technology into the curricula and instruction in all schools by December 31, 2006 to enhance teaching and learning. Every student should be technology literate by the time they finish the 8th grade.

As a matter of accreditation, according to **State Law – Texas Education Code (TEC) 28.002** and **Texas Administrative Code (TAC), Chapter 126**, all districts must provide time for teachers to teach and students to learn the Technology Applications TEKS (TA TEKS). These standards are to be integrated throughout the curriculum in grades K-8 (and applied in core content in grades 9-12) and expanded through specialized, focused courses in Grades 9-12. The Technology Applications TEKS are not to be taught, nor applied, in isolation; rather, they are an integral part of every classroom's use of technology.

### **Definition**

For “technology to be fully integrated into the curricula and instruction”, the following two areas are addressed:

1. While there are references to the use of digital technology in all required curriculum in Texas, the **Technology Applications Texas Essential Knowledge and Skills (TEKS)** are to be used to effectively integrate technology across the curriculum. See definition of “Technology Literacy.”
2. Schools should strive to meet the **Target Tech** level in Teaching and Learning on the Texas Campus STaR Chart and teachers should strive to meet the Target Tech level on the Texas Teacher STaR Chart. Teaching and Learning Areas included on the **Texas STaR Charts** follow (Columns A-F):

### **Instructional Technology**

From the 2007-2008 campus teacher starcharts, our district teacher averages have not improved from last year.

- In the first two categories, Teaching and Learning and Educator Preparation and Development we are still in the Early Tech Stages.

- In the last two categories, leadership, administration, and instructional support and infrastructure for technology our teacher averages were in the low end of the developing tech scoring scale.
- Although all school averages are dismal, the elementary averages are below secondary averages. This can be attributed to not having the necessary personnel to help teachers and students reach the required federal and state requirements regarding technology.

### **Recommendations:**

- **Personnel requests** – A minimum of 5 teacher technologists to share amongst all elementary campuses to help meet federal and state requirements.
- **Professional Development** -Provide up to date professional development to all district professional staff. Technology is requesting that one professional development district day be dedicated to technology/curriculum integration.
- **Classroom Tools** -Additional and increase funding sources to accommodate the district growth and to provide teachers the necessary teaching tools for today's classroom.
  - computers, interactive whiteboards, projector and document cameras
  - Memory upgrades to older machines or replacement of the machines

### **District Electronic Infrastructure Development**

#### **Recommendations:**

- **Personnel requests** – Two programmers for business process development and one programmer for data processing development to accommodate additional district growth and ever changing technology systems.

**DENTON ISD**  
**Dyslexia Program**  
**Dian Molinar and Tanya McGlothlin**

**Program Status**

- The program currently employs 17 dyslexia therapists.
- Three hundred sixty two (362) dyslexia students are served by therapists in grades 2-8. This is approximately 1.7% of the total population (2.4% of the K-8 population).
- Nine therapists serve one campus, six therapists serve two campuses and two therapists serve three campuses.
- The district employs a half-time dyslexia diagnostician who assesses students in grades 2-8.
- Because the testing schedule is more than a half-time diagnostician can complete, the program also employs a contracted dyslexia diagnostician who assesses students in grades 2-8.
- In order to expedite the assessment process, all therapists are being trained to administer the Comprehensive Test of Phonological Processing (CTOPP) and the Gray Oral Reading Tests (GORT). This will allow for a more reasonable interval between student referral and placement.
- The diagnosticians tested 259 students referred from 8/1/06 to 8/1/07.
- Eighty (84) students completed the program and were exited from dyslexia classes in May 2007.

## Dyslexia Program Summary

### Outstanding Achievements

Ninety percent of dyslexia students passed the reading TAKS during the 2006-07 school year. This is a direct result of our program goal to improve student achievement. The following table shows the data breakdown by grade.

<b>Dyslexia Students Served in Program</b>		
<b>Grade</b>	<b># of Dyslexia Students</b>	<b># of Dyslexia Students Who Passed TAKS Reading</b>
3	85	84
4	93	75
5	67	62
6	19	16
7	13	12
8	9	9

The focused instruction of the dyslexia program and the small class size allows therapists to meet students' individual needs more appropriately than in other settings.

As a result of another 2006-07 goal to employ teachers from within the district to become academic language therapists, the program hired the therapist currently serving Hawk and Borman from within the district. She attended Literacy Education and Academic Development, Inc. (L.E.A.D.) training in Argyle in the summer of 2007 and will complete year-two training in the summer of 2008. This specialized training uses the Scottish Rite curriculum for training academic language therapists.

### **Areas in Need of Improvement**

A new elementary and new middle school campus will open in the fall of 2008. Academic language therapists will need to be employed to serve those campuses. In addition, some of the campuses currently served by a half-time therapist will need a full-time therapist next year due to increase in the number of dyslexia students served on that campus. It will be important to continue to recruit from within our district and employ teachers in these positions who are academic language therapists.

There is a need to follow up on middle school and high school students exited from the dyslexia program to monitor their progress and make sure accommodations are continued as needed. A form will be developed by the middle school therapists in cooperation with the Secondary Language Arts Coordinator to facilitate the monitoring process for students exited from dyslexia and returned to the general education classroom at the secondary level.

### **2007-08 Goals for Dyslexia Program**

One goal for the 2007-08 school year is to provide instruction that will increase the percentage of dyslexia students who pass reading TAKS on the first administration. This will indicate improved reading skills for students whose ability is typically not reflected in their reading performance.

We wish to continue hiring academic language therapists who have been trained in the Scottish Rite curriculum through L.E.A.D. Therapists will also be encouraged to get their certification (C.A.L.T.). Trained therapists can provide a rigorous and relevant curriculum to assist students in grasping the skills and mastering the TEKS tested on the state assessment. The system and practice they provide for students will serve them well after the program is completed.

The academic language therapists will be trained during 2007-08 to administer the CTOPP and GORT. The dyslexia diagnostician will provide this training. A more expeditious procedure of assessment and placement will result when the therapists are able to provide these assessments on their own campuses.

### **Support for Board Goals**

In order to reach all students in the district, the 2007-08 goals support a consistent, strong, and district-wide curriculum for dyslexia students in order to make them as successful as possible in the classroom and in life. Another Board goal that the dyslexia program supports is to expect full implementation on each campus. This is accomplished through the district standard of providing a dyslexia therapist on each elementary and middle school campus and through the program goal of providing trained academic language therapists to work in those positions.

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Grade 3 TAKS -Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	89%	90%	85%	77%	95%	99%	96%	82%	79%	76%
Goal 2005-2006	92%	0%	90%	85%	96%	99%	99%	82%	85%	78%
Goal 2009-2010	95%	0%	94%	90%	98%	99%	99%	88%	91%	85%
2006-2007 Actual	91%	89%	85%	83%	95%	88%	94%	87%	80%	82%
2006-2007 Difference	-1.0%	*	-5.0%	-2.0%	-1.0%	-11.0%	-5.0%	5.0%	-5.0%	4.0%

Grade 3 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	82%	83%	67%	65%	91%	71%	98%	73%	67%	65%
Goal 2005-2006	86%	0%	75%	75%	92%	99%	98%	72%	75%	70%
Goal 2009-2010	90%	0%	82%	82%	96%	99%	99%	80%	83%	77%
2006-2007 Actual	86%	82%	69%	79%	91%	88%	94%	81%	72%	78%
2006-2007 Difference	0.0%	*	-6.0%	4.0%	-1.0%	-11.0%	-4.0%	9.0%	-3.0%	8.0%

Grade 4 TAKS - Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	84%	83%	84%	69%	91%	77%	82%	80%	70%	57%
Goal 2005-2006	85%	80%	75%	70%	93%	92%	93%	72%	71%	50%
Goal 2009-2010	86%	0%	82%	80%	97%	96%	98%	80%	81%	70%
2006-2007 Actual	87%	84%	77%	73%	94%	90%	98%	75%	74%	68%
2006-2007 Difference	2.0%	4.0%	2.0%	3.0%	1.0%	-2.0%	5.0%	3.0%	3.0%	18.0%

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Grade 4 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	87%	84%	83%	74%	93%	92%	93%	83%	75%	64%
<b>Goal 2005-2006</b>	86%	85%	74%	75%	93%	92%	99%	85%	74%	65%
<b>Goal 2009-2010</b>	90%	0%	82%	82%	97%	95%	99%	88%	84%	71%
<b>2006-2007 Actual</b>	85%	86%	73%	72%	93%	90%	98%	73%	74%	68%
<b>2006-2007 Difference</b>	<b>-1.0%</b>	<b>1.0%</b>	<b>-1.0%</b>	<b>-3.0%</b>	<b>0.0%</b>	<b>-2.0%</b>	<b>-1.0%</b>	<b>-12.0%</b>	<b>0.0%</b>	<b>3.0%</b>

Grade 4 TAKS - Percent Passing Writing										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	92%	92%	88%	86%	96%	92%	93%	79%	84%	79%
<b>Goal 2005-2006</b>	92%	92%	88%	88%	96%	92%	99%	87%	88%	83%
<b>Goal 2009-2010</b>	95%	0%	92%	92%	98%	96%	99%	90%	92%	90%
<b>2006-2007 Actual</b>	92%	91%	87%	89%	95%	89%	99%	80%	87%	85%
<b>2006-2007 Difference</b>	<b>0.0%</b>	<b>-1.0%</b>	<b>-1.0%</b>	<b>1.0%</b>	<b>-1.0%</b>	<b>-3.0%</b>	<b>0.0%</b>	<b>-7.0%</b>	<b>-1.0%</b>	<b>2.0%</b>

Grade 5 TAKS - Percent Pasing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	84%	81%	77%	73%	92%	90%	96%	79%	69%	42%
<b>Goal 2005-2006</b>	84%	0%	76%	70%	92%	92%	98%	72%	72%	33%
<b>Goal 2009-2010</b>	88%	0%	82%	80%	96%	99%	99%	74%	81%	50%
<b>2006-2007 Actual</b>	86%	83%	77%	73%	93%	99%	97%	80%	72%	54%
<b>2006-2007 Difference</b>	<b>2.0%</b>	<b>*</b>	<b>1.0%</b>	<b>3.0%</b>	<b>1.0%</b>	<b>7.0%</b>	<b>-1.0%</b>	<b>8.0%</b>	<b>0.0%</b>	<b>21.0%</b>



## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Grade 5 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	83%	82%	70%	68%	92%	99%	99%	76%	68%	47%
<b>Goal 2005-2006</b>	85%	0%	74%	75%	92%	92%	95%	81%	74%	55%
<b>Goal 2009-2010</b>	89%	0%	80%	82%	96%	99%	99%	86%	81%	70%
<b>2006-2007 Actual</b>	86%	86%	75%	76%	93%	83%	97%	81%	72%	61%
<b>2006-2007 Difference</b>	<b>1.0%</b>	<b>*</b>	<b>1.0%</b>	<b>1.0%</b>	<b>1.0%</b>	<b>-9.0%</b>	<b>2.0%</b>	<b>0.0%</b>	<b>-2.0%</b>	<b>6.0%</b>

Grade 5 TAKS - Percent Passing Science										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	77%	76%	61%	56%	89%	99%	96%	83%	57%	28%
<b>Goal 2005-2006</b>	77%	76%	63%	60%	89%	90%	93%	72%	61%	30%
<b>Goal 2009-2010</b>	82%	0%	72%	70%	93%	95%	97%	74%	71%	50%
<b>2006-2007 Actual</b>	83%	78%	71%	65%	93%	99%	84%	81%	64%	49%
<b>2006-2007 Difference</b>	<b>6.0%</b>	<b>2.0%</b>	<b>8.0%</b>	<b>5.0%</b>	<b>4.0%</b>	<b>9.0%</b>	<b>-9.0%</b>	<b>9.0%</b>	<b>3.0%</b>	<b>19.0%</b>

Grade 6 TAKS - Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	95%	92%	92%	91%	97%	63%	94%	90%	90%	75%
<b>Goal 2005-2006</b>	91%	0%	91%	82%	96%	91%	97%	84%	83%	61%
<b>Goal 2009-2010</b>	95%	0%	95%	90%	98%	95%	98%	90%	90%	70%
<b>2006-2007 Actual</b>	94%	92%	90%	88%	97%	99%	99%	94%	87%	72%
<b>2006-2007 Difference</b>	<b>3.0%</b>	<b>*</b>	<b>-1.0%</b>	<b>6.0%</b>	<b>1.0%</b>	<b>8.0%</b>	<b>2.0%</b>	<b>10.0%</b>	<b>4.0%</b>	<b>11.0%</b>

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Grade 6 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	81%	81%	71%	69%	87%	71%	94%	68%	68%	52%
Goal 2005-2006	74%	80%	64%	59%	84%	70%	97%	68%	59%	49%
Goal 2009-2010	80%	0%	80%	80%	90%	80%	98%	80%	80%	70%
2006-2007 Actual	76%	80%	65%	64%	83%	92%	96%	59%	62%	44%
2006-2007 Difference	2.0%	0.0%	1.0%	5.0%	-1.0%	22.0%	-1.0%	-9.0%	3.0%	-5.0%

Grade 7 TAKS - Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	84%	80%	77%	6+8%	92%	99%	99%	82%	70%	39%
Goal 2005-2006	93%	0%	92%	85%	96%	99%	97%	81%	86%	62%
Goal 2009-2010	95%	0%	95%	90%	98%	99%	99%	85%	90%	70%
2006-2007 Actual	92%	85%	89%	87%	96%	99%	97%	86%	84%	61%
2006-2007 Difference	-1.0%	*	-3.0%	2.0%	0.0%	0.0%	0.0%	5.0%	-2.0%	-1.0%

Grade 7 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	74%	71%	61%	61%	82%	88%	99%	56%	61%	41%
Goal 2005-2006	76%	0%	66%	69%	83%	88%	94%	78%	68%	45%
Goal 2009-2010	80%	0%	80%	80%	85%	90%	96%	80%	80%	70%
2006-2007 Actual	84%	77%	78%	76%	88%	99%	88%	71%	73%	59%
2006-2007 Difference	8.0%	*	12.0%	7.0%	5.0%	11.0%	-6.0%	-7.0%	5.0%	14.0%

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Grade 7 TAKS - Percent Passing Writing										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	93%	91%	93%	87%	96%	88%	99%	89%	89%	67%
Goal 2005-2006	0%	0%	93%	85%	97%	99%	99%	85%	87%	60%
Goal 2009-2010	0%	0%	0%	0%	0%	99%	99%	90%	90%	70%
2006-2007 Actual	96%	93%	93%	95%	97%	83%	97%	88%	93%	84%
2006-2007 Difference	*	*	0.0%	10.0%	0.0%	-16.0%	-2.0%	3.0%	6.0%	24.0%

Grade 8 TAKS - Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	88%	84%	88%	75%	93%	99%	96%	69%	76%	41%
Goal 2005-2006	92%	0%	88%	82%	95%	99%	97%	80%	83%	56%
Goal 2009-2010	95%	0%	90%	90%	97%	99%	99%	85%	90%	70%
2006-2007 Actual	91%	89%	87%	81%	97%	99%	99%	82%	81%	52%
2006-2007 Difference	-1.0%	*	-1.0%	-1.0%	2.0%	*	2.0%	2.0%	-2.0%	-4.0%

Grade 8 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	72%	68%	59%	56%	81%	60%	96%	59%	55%	22%
Goal 2005-2006	70%	0%	53%	56%	76%	63%	90%	50%	56%	50%
Goal 2009-2010	80%	0%	80%	80%	80%	80%	93%	80%	80%	70%
2006-2007 Actual	73%	73%	63%	53%	83%	86%	93%	44%	54%	29%
2006-2007 Difference	3.0%	*	10.0%	-3.0%	7.0%	23.0%	3.0%	-6.0%	-2.0%	-21.0%

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Grade 8 TAKS - Percent Passing Social Studies										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	89%	84%	90%	77%	93%	99%	96%	81%	78%	47%
<b>Goal 2005-2006</b>	90%	0%	84%	81%	96%	99%	99%	85%	84%	60%
<b>Goal 2009-2010</b>	92%	0%	90%	90%	97%	99%	99%	90%	90%	70%
<b>2006-2007 Actual</b>	87%	87%	82%	73%	95%	99%	99%	78%	73%	49%
<b>2006-2007 Difference</b>	<b>-3.0%</b>	<b>*</b>	<b>-2.0%</b>	<b>-8.0%</b>	<b>-1.0%</b>	<b>0.0%</b>	<b>*</b>	<b>-7.0%</b>	<b>-11.0%</b>	<b>-11.0%</b>

Grade 9 TAKS - Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	90%	88%	87%	78%	96%	99%	99%	81%	82%	39%
<b>Goal 2005-2006</b>	88%	0%	85%	75%	94%	100%	100%	67%	77%	41%
<b>Goal 2009-2010</b>	90%	0%	90%	90%	95%	100%	100%	70%	90%	50%
<b>2006-2007 Actual</b>	89%	87%	82%	80%	96%	99%	96%	66%	78%	55%
<b>2006-2007 Difference</b>	<b>1.0%</b>	<b>*</b>	<b>-3.0%</b>	<b>5.0%</b>	<b>2.0%</b>	<b>-1.0%</b>	<b>-4.0%</b>	<b>-1.0%</b>	<b>1.0%</b>	<b>14.0%</b>

Grade 9 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	62%	58%	44%	45%	72%	99%	87%	31%	46%	18%
<b>Goal 2005-2006</b>	80%	0%	60%	60%	85%	82%	95%	62%	61%	30%
<b>Goal 2009-2010</b>	90%	0%	70%	70%	90%	90%	100%	70%	70%	35%
<b>2006-2007 Actual</b>	65%	61%	49%	49%	76%	83%	82%	27%	47%	20%
<b>2006-2007 Difference</b>	<b>-15.0%</b>	<b>*</b>	<b>-11.0%</b>	<b>-11.0%</b>	<b>-9.0%</b>	<b>1.0%</b>	<b>-13.0%</b>	<b>-35.0%</b>	<b>-14.0%</b>	<b>-10.0%</b>

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Grade 10 TAKS - Percent Passing English Language Arts (ELA)										
<b>2005-2006</b>	89%	86%	84%	80%	92%	99%	88%	51%	80%	48%
<b>Goal 2005-2006</b>	62%	0%	50%	50%	64%	50%	70%	50%	50%	50%
<b>Goal 2009-2010</b>	70%	0%	70%	70%	70%	70%	90%	70%	70%	70%
<b>2006-2007 Actual</b>	85%	85%	73%	76%	90%	71%	96%	56%	74%	23%
<b>2006-2007 Difference</b>	<b>23.0%</b>	<b>*</b>	<b>23.0%</b>	<b>26.0%</b>	<b>26.0%</b>	<b>21.0%</b>	<b>26.0%</b>	<b>6.0%</b>	<b>24.0%</b>	<b>-27.0%</b>

Grade 10 TAKS - Percent Passing Science										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	68%	61%	43%	47%	79%	83%	77%	34%	47%	12%
<b>Goal 2005-2006</b>	65%	0%	50%	50%	82%	63%	86%	50%	50%	50%
<b>Goal 2009-2010</b>	70%	0%	70%	70%	90%	70%	90%	70%	70%	70%
<b>2006-2007 Actual</b>	61%	59%	36%	41%	73%	86%	96%	21%	42%	6%
<b>2006-2007 Difference</b>	<b>-4.0%</b>	<b>*</b>	<b>-14.0%</b>	<b>-9.0%</b>	<b>-9.0%</b>	<b>23.0%</b>	<b>10.0%</b>	<b>-29.0%</b>	<b>-8.0%</b>	<b>-44.0%</b>

Grade 10 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	67%	62%	42%	56%	75%	83%	85%	39%	51%	35%
<b>Goal 2005-2006</b>	65%	65%	50%	50%	81%	63%	95%	50%	50%	50%
<b>Goal 2009-2010</b>	70%	70%	70%	70%	90%	70%	100%	70%	70%	70%
<b>2006-2007 Actual</b>	62%	65%	39%	48%	71%	86%	85%	22%	48%	15%
<b>2006-2007 Difference</b>	<b>-3.0%</b>	<b>*</b>	<b>-11.0%</b>	<b>-2.0%</b>	<b>-10.0%</b>	<b>23.0%</b>	<b>-10.0%</b>	<b>-28.0%</b>	<b>-2.0%</b>	<b>-35.0%</b>

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Grade 10 TAKS - Percent Passing Social Studies										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	88%	85%	74%	75%	94%	99%	99%	59%	75%	54%
Goal 2005-2006	91%	90%	82%	82%	95%	100%	100%	64%	82%	62%
Goal 2009-2010	95%	95%	90%	90%	96%	100%	100%	70%	90%	70%
2006-2007 Actual	88%	87%	74%	81%	93%	99%	99%	50%	77%	34%
2006-2007 Difference	-3.0%	-3.0%	-8.0%	-1.0%	-2.0%	-1.0%	-1.0%	-14.0%	-5.0%	-28.0%

Grade 11 TAKS - Percent Passing English Language Arts (ELA)										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	83%	89%	76%	72%	89%	99%	82%	56%	74%	32%
Goal 2005-2006	85%	0%	85%	66%	87%	0%	95%	55%	65%	50%
Goal 2009-2010	90%	0%	90%	70%	90%	0%	100%	70%	70%	70%
2006-2007 Actual	90%	91%	82%	80%	94%	99%	96%	49%	78%	51%
2006-2007 Difference	5.0%	*	-3.0%	14.0%	7.0%	*	1.0%	-6.0%	13.0%	1.0%

Grade 11 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2005-2006	77%	78%	55%	61%	86%	80%	91%	53%	60%	39%
Goal 2005-2006	86%	0%	80%	75%	91%	0%	95%	52%	72%	70%
Goal 2009-2010	90%	0%	90%	90%	95%	0%	100%	70%	90%	90%
2006-2007 Actual	80%	81%	55%	72%	86%	88%	95%	29%	69%	46%
2006-2007 Difference	-6.0%	*	-25.0%	-3.0%	-5.0%	*	0.0%	-23.0%	-3.0%	-24.0%

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Grade 11 TAKS - Percent Passing Science										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	75%	76%	54%	52%	87%	83%	86%	44%	53%	19%
<b>Goal 2005-2006</b>	86%	0%	75%	70%	93%	0%	97%	61%	65%	59%
<b>Goal 2009-2010</b>	90%	0%	90%	90%	95%	0%	100%	70%	70%	70%
<b>2006-2007 Actual</b>	82%	78%	65%	65%	89%	99%	95%	43%	65%	27%
<b>2006-2007 Difference</b>	<b>-4.0%</b>	<b>*</b>	<b>-10.0%</b>	<b>-5.0%</b>	<b>-4.0%</b>	<b>*</b>	<b>-2.0%</b>	<b>-18.0%</b>	<b>0.0%</b>	<b>-32.0%</b>

Grade 11 TAKS - Percent Passing Social Studies										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	92%	94%	86%	80%	98%	95%	95%	77%	85%	52%
<b>Goal 2005-2006</b>	97%	0%	97%	87%	98%	0%	100%	83%	89%	75%
<b>Goal 2009-2010</b>	99%	0%	99%	90%	99%	0%	100%	90%	90%	90%
<b>2006-2007 Actual</b>	94%	94%	87%	86%	97%	99%	91%	74%	85%	52%
<b>2006-2007 Difference</b>	<b>-3.0%</b>	<b>*</b>	<b>-10.0%</b>	<b>-1.0%</b>	<b>-1.0%</b>	<b>*</b>	<b>-9.0%</b>	<b>-9.0%</b>	<b>-4.0%</b>	<b>-23.0%</b>

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Graduating Class of 2006 Mean SAT Score										
	All Students District	All Students State	All Students National	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.
Class of 2005	1017	992	1029	855	919	1050	1070	1077	n/a	n/a
Goal 2005-2006	1028	0	0	872	929	1060	1080	1087	n/a	n/a
Goal 2009-2010	1050	0	0	894	951	1082	1102	1109	n/a	n/a
2006-2007 Actual	1011	991	1025	842	920	1045	*	1119	n/a	n/a
2006-2007 Difference	-17	*	*	-30	-9	-15	*	32	n/a	n/a

Percent of 2006 Graduates Taking SAT										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Class of 2005	74.1%	65.5%	65.2%	53.3%	75.3%	*	*	n/a	n/a	n/a
Goal 2005-2006	63.0%	0.0%	62.0%	55.0%	76.0%	*	64.0%	n/a	n/a	n/a
Goal 2009-2010	68.0%	0.0%	17.0%	20.0%	80.0%	*	55.0%	n/a	n/a	n/a
2006-2007 Actual	67.0%	65.8%	66.7%	42.9%	69.5%	*	90.5%	n/a	n/a	n/a
2006-2007 Difference	4.0%	*	4.7%	-12.1%	-6.5%	*	26.5%	n/a	n/a	n/a

Graduating Class of 2006 Mean ACT Score										
	All Students District	All Students State	All Students National	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.
2005-2006	20.1	20.0	20.1	17.8	16.10	21.0	*	21.3	n/a	n/a
Goal 2005-2006	21.0	0.0	0.0	18.0	19.0	22.0	27.0	22.0	n/a	n/a
Goal 2009-2010	22.0	0.0	0.0	19.0	20.0	23.0	28.0	23.0	n/a	n/a
2006-2007 Actual	20.5	20.1	21.2	17.7	19.1	22.1	*	*	n/a	n/a
2006-2007 Difference	-0.5	*	*	-0.3	0.1	0.1	*	*	n/a	n/a



## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Percent of 2006 Graduates with SAT/ACT Results										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>Class of 2005</b>	74.1%	65.5%	65.2%	53.3%	75.3%	0.0%	?	n/a	n/a	n/a
<b>Goal 2005-2006</b>	69.0%	0.0%	69.6%	52.4%	70.4%	0.0%	69.0%	n/a	n/a	n/a
<b>Goal 2009-2010</b>	74.0%	0.0%	74.6%	57.4%	75.4%	0.0%	74.0%	n/a	n/a	n/a
<b>2006-2007 Actual</b>	67.0%	65.8%	66.7%	42.9%	69.5%	0.0%	90.5%	n/a	n/a	n/a
<b>2006-2007 Difference</b>	<b>-2.0%</b>	<b>*</b>	<b>-2.9%</b>	<b>-9.5%</b>	<b>-0.9%</b>	<b>*</b>	<b>21.5%</b>	n/a	n/a	n/a

Percent of 2004 Graduates Taking TEA Advanced Courses										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>Class of 2005</b>	24.0%	18.4%	5.8%	11.0%	30.2%	37.5%	41.3%	n/a	n/a	n/a
<b>Goal 2005-2006</b>	24.9%	0.0%	0.0%	16.4%	29.4%	34.8%	50.5%	n/a	n/a	n/a
<b>Goal 2009-2010</b>	30.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	n/a	n/a	n/a
<b>2006-2007 Actual</b>	30.2%	18.9%	10.3%	17.2%	37.4%	12.5%	62.5%	n/a	n/a	n/a
<b>2006-2007 Difference</b>	<b>5.3%</b>	<b>*</b>	<b>*</b>	<b>0.8%</b>	<b>8.0%</b>	<b>-22.3%</b>	<b>12.0%</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

Percent of Graduates With AP results										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005-2006</b>	24.0%	18.4%	5.8%	11.0%	30.0%	37.6%	41.3%	n/a	n/a	n/a
<b>Goal 2005-2006</b>	26.0%	0.0%	0.0%	17.7%	28.9%	52.0%	50.8%	n/a	n/a	n/a
<b>Goal 2009-2010</b>	28.7%	0.0%	0.0%	20.7%	31.9%	55.0%	53.8%	n/a	n/a	n/a
<b>2006-2007 Actual</b>	30.2%	18.9%	10.3%	17.2%	37.4%	12.5%	62.5%	n/a	n/a	n/a
<b>2006-2007 Difference</b>	<b>4.2%</b>	<b>*</b>	<b>*</b>	<b>-0.5%</b>	<b>8.5%</b>	<b>-39.5%</b>	<b>11.7%</b>	n/a	n/a	n/a

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Percent AP Examinees at or Above Criteria										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2005</b>	53.2%	51.8%	60.0%	48.6%	53.3%	*	63.2%	n/a	n/a	n/a
<b>Goal 2005-2006</b>	60.0%	0.0%	59.1%	49.7%	60.8%	*	77.0%	n/a	n/a	n/a
<b>Goal 2009-2010</b>	65.0%	0.0%	62.1%	52.7%	63.8%	*	80.0%	n/a	n/a	n/a
<b>2006-2007 Actual</b>	41.8%	51.3%	23.8%	45.9%	41.7%	*	50.0%	n/a	n/a	n/a
<b>2006-2007 Difference</b>	<b>-18.2%</b>	<b>*</b>	<b>-35.3%</b>	<b>-3.8%</b>	<b>-19.1%</b>	<b>*</b>	<b>-27.0%</b>	n/a	n/a	n/a

Percent AP Scores at or Above Criteria										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2004-2005</b>	49.6%	47.4%	50.0%	38.9%	49.3%	50.0%	66.7%	n/a	n/a	n/a
<b>Goal 2005-2006</b>	50.0%	0.0%	44.0%	38.0%	52.0%	33.0%	58.0%	n/a	n/a	n/a
<b>Goal 2009-2010</b>	55.0%	0.0%	49.0%	43.0%	57.0%	38.0%	63.0%	n/a	n/a	n/a
<b>2006-2007 Actual</b>	35.8%	47.2%	16.1%	35.9%	35.0%	*	51.1%	n/a	n/a	n/a
<b>2006-2007 Difference</b>	<b>-14%</b>	<b>*</b>	<b>-28%</b>	<b>-2%</b>	<b>-17%</b>		<b>-7%</b>	n/a	n/a	n/a

Drop Out Rate (Grade 7 & 8)										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2004-2005</b>	0%	0.2%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Goal 2005-2006</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Goal 2009-2010</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>2005-2006 Actual</b>	0.2%	0.4%	0.3%	0.4%	0.1%	0%	0%	0%	0.3%	0.7%
<b>2006-2007 Difference</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0.3%</b>	<b>1%</b>

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Completion/Student Status Rate (Grade 9-12)										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>Class of 2005</b>	84.2%	84.0%	85.6%	82.0%	84.0%	100.0%	90.0%	69.0%	72.0%	72.0%
<b>Goal 2005-2006</b>	88.0%	0.0%	91.0%	84.0%	89.0%	43.0%	94.0%	74.0%	80.0%	71.0%
<b>Goal 2009-2010</b>	92.0%	0.0%	95.0%	88.0%	93.0%	47.0%	99.0%	79.0%	84.0%	75.0%
<b>2006-2007 Actual</b>	80.7%	80.4%	78.2%	63.1%	86.8%	*	100.0%	64.8%	68.2%	53.5%
<b>2006-2007 Difference</b>	<b>-7%</b>	<b>*</b>	<b>-13%</b>	<b>-21%</b>	<b>-2%</b>	<b>*</b>	<b>6%</b>	<b>-9%</b>	<b>-12%</b>	<b>-18%</b>

Completion Rate II With GED										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>Class of 2005</b>	99.0%	96.0%	98.0%	97.0%	99.0%	100.0%	100.0%	97.0%	97.0%	95.0%
<b>Goal 2005-2006</b>	99.0%	0.0%	0.0%	99.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Goal 2009-2010</b>	99.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>2006-2007 Actual</b>	97.7%	91.2%	100.0%	94.9%	98.1%	*	100.0%	91.4%	94.2%	88.4%
<b>2006-2007 Difference</b>	<b>-1%</b>	<b>*</b>	<b>*</b>	<b>-4%</b>	<b>98%</b>	<b>*</b>	<b>100%</b>	<b>91%</b>	<b>94%</b>	<b>88%</b>

Completion Rate II Without GED										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>Class of 2005</b>	91.2%	91.9%	93.2%	94.0%	90.0%	100.0%	90.0%	90.0%	88.0%	95.0%
<b>Goal 2005-2006</b>	93.0%	0.0%	93.0%	97.0%	92.0%	42.0%	97.0%	87.0%	90.0%	94.0%
<b>Goal 2009-2010</b>	95.0%	0.0%	95.0%	99.0%	94.0%	44.0%	99.0%	89.0%	92.0%	96.0%
<b>2006-2007 Actual</b>	93.7%	88.9%	99.2%	90.8%	93.2%	*	100.0%	82.9%	90.8%	88.4%
<b>2006-2007 Difference</b>	<b>1%</b>	<b>*</b>	<b>6%</b>	<b>-6%</b>	<b>1%</b>	<b>*</b>	<b>3%</b>	<b>-4%</b>	<b>1%</b>	<b>-6%</b>

## DISTRICT IMPROVEMENT PLAN OBJECTIVES

Percent Senior Graduating with Recommended H.S. Plan										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>Class of 2005</b>	78.4%	72.3%	60.9%	75.8%	81.3%	100.0%	100.0%	20.8%	66.7%	59.4%
<b>Goal 2005-2006</b>	75.0%	0.0%	60.0%	70.0%	80.0%	0.0%	0.0%	0.0%	60.0%	60.0%
<b>Goal 2009-2010</b>	80.0%	0.0%	70.0%	75.0%	85.0%	0.0%	0.0%	0.0%	70.0%	70.0%
<b>2006-2007 Actual</b>	78.5%	75.7%	75.0%	72.9%	80.2%	*	90.5%	74.5%	82.5%	17.1%
<b>2006-2007 Difference</b>	<b>3.5%</b>	*	<b>15.0%</b>	<b>2.9%</b>	<b>0.2%</b>	*	*	*	<b>22.5%</b>	<b>-42.9%</b>

District Attendance Rate										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
<b>2004-2005</b>	95.7%	95.7%	96.0%	96.0%	95.5%	95.4%	97.7%	94.4%	95.3%	96.6%
<b>Goal 2005-2006</b>	96.0%									
<b>Goal 2009-2010</b>	96.5%									
<b>2005-2006 Actual</b>	95.8%	95.5%	95.7%	96.0%	95.7%	95.0%	97.7%	94.3%	95.4%	96.7%
<b>2006-2007 Difference</b>	<b>-0.2%</b>	*	*	*	*	*	*	*	*	*

	Total DISTRICT TAKS			Total SDAA		
	Percent Commended Performance			Percent Met Ard Expectations		
	Reading/ELA	Math	Writing	Reading/ELA	Math	Writing
	All	All	All	All		All
<b>2005-2006</b>	30.0%	23.0%	32.0%	89.0%	83.0%	72.0%
<b>Goal 2005-2006</b>	30.0%	23.0%	33.0%	91.0%	88.0%	64.0%
<b>Goal 2009-2010</b>	35.0%	27.0%	36.0%	95.0%	95.0%	70.0%
<b>2006-2007 Actual</b>	34.0%	25.0%	34.0%	94.0%	90.0%	71.0%
<b>2006-2007 Difference</b>	<b>4.0%</b>	<b>2.0%</b>	<b>1.0%</b>	<b>3.0%</b>	<b>2.0%</b>	<b>7.0%</b>

## DISTRICT IMPROVEMENT PLAN – Curriculum & Staff Development

**NEEDS ASSESSMENT:** Analysis of end-of-session evaluation forms completed by teachers.  
 Evaluation of principal feedback during LEADing Edge.  
 Evaluation of Curriculum and Instruction Staff feedback during departmental meetings.

**WIG (Wildly Important Goal);** To close the knowing-doing gap among the teaching and leading staff of DISD by providing professional learning so that at least 60 % of participants are able to demonstrate what they know and are able to do so that student learning is improved.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
	and/or knowledge of new learning  c. elements that provide differentiation for the ELL student  d. key vocabulary will be identified in each content area to build consistency  e. elements that link to the campus' Professional Learning Community processes  f. a relationship to current data analysis with an emphasis on student performance data					Solution Team Reports			Assessment 1. a-e. C & I Coordinators	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
 C & T – Career & Technology  
 LEP – Limited English Proficient  
 AR – At Risk  
 D – Dyslexic  
 504  
 SpEd – Special Ed  
 ALL – All Catagories

**SI – School Improvement**

C – Curriculum  
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 SD – Staff Development  
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**WIG = Goal**

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II. b., d., e.	2. School and Central Office leadership will learn how to identify quality performance of teachers based on his/her new professional learning	2.Prevention	2. All	2. SD, I	2. Local funds, Title II A	2. Walkthrough visits	2. End of year inter-rater reliability forms	2. October 2008	2. Director of Bilingual, Director of Secondary, Director of Elementary Curriculum	2. Leaders will know which teachers are implementing new learning
II. b., d., e., f.	3. Quality Audits will be performed at schools by trained teams	3.Prevention	3. All	3. SD. I	3. Staff time, local funds	3. Audit performance reports during the school year	3. End of year audit meetings	3. Oct 08-May 09	3. Asst. Supt of C&I	3. Model classrooms will be identified
II. c.	4. Professional Learning Community staff development will be conducted for teachers, assistant principals, and principals	4.Prevention and Intervention	4. All	4. SD, I	4. Local funds, Title II A	4. LEADing Edge session evaluation forms	4. End of year feedback forms from princ and teachers	4. Aug 08-May 09	4. Asst. Supt of C&I	4. action research and best practices resulting in increased TAKS
II. a., f.	5. Data analysis training will be provided for assistant principals	5.Prevention and	5. All	5. SD, C	5. Local funds, Title	5. Monthly asst principal meetings	5. End of year	5. Sep 08 & Jan 09	5. Data Coordinator	5. Increased

**Board Goals**

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**NEEDS ASSESSMENT:** Analysis of end-of-session evaluation forms completed by teachers.  
 Evaluation of principal feedback during LEADing Edge.  
 Evaluation of Curriculum and Instruction Staff feedback during departmental meetings.

**WIG (Wildly Important Goal);** To close the knowing-doing gap among the teaching and leading staff of DISD by providing professional learning so that at least 60 % of participants are able to demonstrate what they know and are able to do so that student learning is improved.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II. a., b., c., d., e., f.	6. A Solution Team will be formulated to study assessment weaknesses and identify strategic solutions throughout the year	Intervention 6. Intervention	6. All	6. C, I	IIA, Title III 6. Local funds	feedback, end of session evals 6. Monthly meeting data review sheets and informal discussion	feedback from asst. principals 6. Principal and C&I Feedback results	6. Aug 08- Jun 09	6. Asst Supt C&I	TAKS 6. Increased TAKS performance in all groups
II. b., f.	7. A Benchmark Assessment System will be developed and rolled out over the course of the year	7. Prevention and Intervention	7. All	7. C, I	7. Local funds, Title I, Title IIA	7. Benchmark Assessment results	7. Growth charts	7. Summer 08- Mar 09	7. Data Coordinator	7. Increased TAKS performance in all groups

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
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**NEEDS ASSESSMENT:** Analysis of end-of-session evaluation forms completed by teachers.  
 Evaluation of principal feedback during LEADing Edge.  
 Evaluation of Curriculum and Instruction Staff feedback during departmental meetings.

**WIG (Wildly Important Goal);** To close the knowing-doing gap among the teaching and leading staff of DISD by providing professional learning so that at least 60 % of participants are able to demonstrate what they know and are able to do so that student learning is improved.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II .a, b, c, d, e, f.	1. All professional learning that will be provided or developed by the Professional Development Center staff will include: <ul style="list-style-type: none"> <li>a. elements within the staff development that teaches the participant to appropriately assess students with the new learning</li> <li>b. follow-up activities that check for participant understanding, demonstration,</li> </ul>	1.Prevention and Intervention	1. All	1. Curriculum, Instruction, Staff Devel.	1. Local Funds Title I Title II A Title III  Professional books  Staff Time	1. Presenters will observe, have conversation, and study products within the training sessions  The 30/60/90 follow-up tools will be used for short term evaluation  School Quality Audit visits  On-going	1. Follow-up sessions, end of year feedback forms, end of year observations  End of year teacher evaluations  End of year Solution Team reports	1.Summer 08 through May 09	1. a, b, d, Director of Elementary Curriculum, Director of Secondary Curriculum 1. c, Director of Bilingual 1. e, Assistant Supt. of Curr, Instr, and Staff Develop. 1.f, Coordinator of	1. At least 60% of teachers demonstrate success on Quality Audit reports, improved TAKS scores. AYP

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
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# DISTRICT IMPROVEMENT PLAN – Elementary Curriculum

## Early Reading Intervention

**NEEDS ASSESSMENT: 2006-2007 National Data Evaluation Center Reading Recovery Data, 2007-2008 Observation Survey, Early Literacy Inventory 2006-2007**

**WIG (Wildly Important Goal); Increase number of first-round Reading Recovery students who discontinue their series of lessons from 19% to 25% by February 2008.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a, e, f	Monitor Reading Recovery First Round Students: <ul style="list-style-type: none"> <li>Conduct a weekly average of 4 problem-solving teacher visits on slow-progress children</li> <li>Monitor weekly student reports at the district level and through TWU monitoring study</li> <li>Conduct 5 Continuing Contact professional development sessions with demonstration lessons before January 2008</li> </ul>	Intervention	First Grade	C, I	<u>Literacy Lessons I and II</u>  <u>Observation Survey</u>  <u>Change Over Time</u>  <u>Choice Words</u>	Beginning-of-year Observation Survey, NDEC Data, Teacher Visits, Demonstration Lessons, Colleague Cluster Visits, Lesson Records	End-of-year Observation Survey  NDEC site report 2007-2008	August-May	Reading Recovery Teacher Leader, Reading Recovery Teachers, First Grade Classroom Teachers	

**Board Goals**  
 Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
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## DISTRICT IMPROVEMENT PLAN – Elementary Curriculum Early Reading Intervention

NEEDS ASSESSMENT: 2006-2007 National Data Evaluation Center Reading Recovery Data, 2007-2008 Observation Survey, Early Literacy Inventory 2006-2007										
WIG (Wildly Important Goal); Increase number of first-round Reading Recovery students who discontinue their series of lessons from 19% to 25% by February 2008.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
	<ul style="list-style-type: none"> <li>• Conduct three additional professional development sessions for Reading Recovery teachers on district staff Development days.</li> <li>• Conduct a Reading Recovery/Literacy group program review session with new principals-Hodge, Nelson, McNair, Paloma Creek</li> </ul>									

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
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# DISTRICT IMPROVEMENT PLAN

## Elementary Curriculum - Language Arts 3 - 5

NEEDS ASSESSMENT: Spring 2008 TAKS results-Reading										
WIG (Wildly Important Goal); Increase the passing rate of all students in Reading Intervention classes (S.T.A.R.-Strategies That Accelerate Reading and READ 180) grades 3-5 from 63% to 75% on the first round TAKS test 2008.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II b	Observe STAR and READ 180 teachers.	Prevention	STAR & READ 180 teachers	C, I	Coordinator/ checklist	Walk through checklist, note taking	Checklist	October-May	ELA Coordinator 3-5	
II e	Plan with STAR and READ 180 teachers as needed. <ul style="list-style-type: none"> <li>• Review TEKS and examine for understanding</li> <li>• Plan and write lessons with teachers as needed</li> </ul>	Prevention	STAR & READ 180 teachers	C, I	Scope & Sequence	Participation, Lessons reviewed	TAKS 2008	October-May	ELA Coordinator 3-5	
II e	Model and coach lessons <ul style="list-style-type: none"> <li>• Work on paraphrasing and summarizing text to recall, inform and organize ideas. (grade 3 and 4-5) (This is a TEK that is difficult for most campuses on TAKS)</li> </ul>	Prevention	STAR & READ 180 teachers	C, I	TAKS materials	Participation, checklist	TAKS 2008	October-May	ELA Coordinator 3-5	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
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# DISTRICT IMPROVEMENT PLAN

## Elementary Curriculum - Language Arts 3 - 5

**NEEDS ASSESSMENT: Spring 2008 TAKS results-Reading**

**WIG (Wildly Important Goal); Increase the passing rate of all students in Reading Intervention classes (S.T.A.R.-Strategies That Accelerate Reading and READ 180) grades 3-5 from 63% to 75% on the first round TAKS test 2008.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
	<ul style="list-style-type: none"> <li>Work on sorting details that are important and determining what the important details have in common (main idea). (grade 3) (This is a TEK that is difficult for most campuses on TAKS)</li> <li>Work on determining a text's main or (major) ideas and how those ideas are supported with details. (grades 4-5) (This is a TEK that is difficult for most campuses on TAKS)</li> </ul>									

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
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# DISTRICT IMPROVEMENT PLAN

## Elementary Curriculum - Language Arts 3 - 5

<b>NEEDS ASSESSMENT: Spring 2008 TAKS results-Reading</b>										
<b>WIG (Wildly Important Goal); Increase the passing rate of all students in Reading Intervention classes (S.T.A.R.-Strategies That Accelerate Reading and READ 180) grades 3-5 from 63% to 75% on the first round TAKS test 2008.</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II e	<b>Provide an acceleration plan for STAR and READ 180 teachers.</b> <b>Teachers will:</b> <ul style="list-style-type: none"> <li>• <b>maintain current literacy data for all children</b></li> <li>• <b>conduct regular assessments (running records &amp; anecdotal records)</b></li> <li>• <b>monitor student progress</b></li> <li>• <b>differentiate instruction in order to meet the needs of students based on a variety of performance indicators and reading behavior observations</b></li> </ul>	Prevention/ Intervention	STAR & READ 180 teachers	C,I	Checklist, coaching on running records & anecdotal records, access to ELA coordinator 3-5	Observations, Artifacts, notebooks, running records, anecdotal records	TAKS 2008	Oct.-May	ELA Coordinator 3-5	

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<b>WIG (Wildly Important Goal); Increase the passing rate of all students in Reading Intervention classes (S.T.A.R.-Strategies That Accelerate Reading and READ 180) grades 3-5 from 63% to 75% on the first round TAKS test 2008.</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
	<ul style="list-style-type: none"> <li>• integrate a variety of best practices in their classrooms including guided reading, shared reading, whole class instruction, independent reading, read alouds and literature circles</li> <li>• have regular consultation and communication with the ELA Coordinator 3-5</li> </ul>									

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Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
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 LEP – Limited English Proficient  
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 ALL – All Categories

**SI – School Improvement**

C – Curriculum  
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**WIG = Goal**

Leads = Activity

## DISTRICT IMPROVEMENT PLAN

### Elementary Curriculum - Language Arts 3 - 5

<b>NEEDS ASSESSMENT: Spring 2008 TAKS results-Reading</b>										
<b>WIG (Wildly Important Goal); Increase Reading TAKS scores to at least 70% in all accountability groups by May 2008.</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II b	Observe 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers during Language Arts time as requested.	Prevention	3-5 teachers	C, I	Coordinator/ checklist	Walk through checklist, note taking	Checklist	October-May	ELA Coordinator 3-5	
II e	Plan with 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers as requested. <ul style="list-style-type: none"> <li>• Review TEKS for 6wks</li> <li>• Plan and write lessons and post lessons on Eduphoria</li> </ul>	Prevention	3-5 teachers	C, I	Scope & Sequence	Participation, Lessons reviewed	TAKS 2008	October-May	ELA Coordinator 3-5	
II e	Model and coach lessons <ul style="list-style-type: none"> <li>• Work on paraphrasing and summarizing text to recall, inform and organize ideas. (grade 3 and 4-5) (This is a TEK that is difficult for most campuses on TAKS)</li> </ul>	Prevention	3-5 teachers	C, I	TAKS materials	Participation, checklist	TAKS 2008	October-May	ELA Coordinator 3-5	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

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# DISTRICT IMPROVEMENT PLAN

## Elementary Curriculum - Language Arts 3 - 5

**NEEDS ASSESSMENT: Spring 2008 TAKS results-Reading**

**WIG (Wildly Important Goal); Increase Reading TAKS scores to at least 70% in all accountability groups by May 2008.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II b	<ul style="list-style-type: none"> <li>Work on sorting details that are important and determining what the important details have in common (main idea). (grade 3) (This is a TEK that is difficult for most campuses on TAKS)</li> <li>Work on determining a text's main or (major) ideas and how those ideas are supported with details. (grades 4-5) (This is a TEK that is difficult for most campuses on TAKS)</li> </ul> <p><b>Provide Guided Reading staff development for grades 3-5 as requested</b></p>	Prevention	3-5 teachers	C, I	Guided Reading SD	Participation, lessons	Checklist	October-May	ELA Coordinator 3-5	
II f	<p><b>Provide benchmark assessments as requested by campuses.</b></p>	Prevention/ Intervention	3-5 teachers	C, I	Region X-WebCCAT	Pre-assessment Results	TAKS 2008	October-May	ELA Coordinator 3-5	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
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# DISTRICT IMPROVEMENT PLAN

## Elementary Curriculum - Language Arts 3 - 5

**NEEDS ASSESSMENT: Spring 2008 TAKS results-Reading**

**WIG (Wildly Important Goal); Increase Reading TAKS scores to at least 70% in all accountability groups by May 2008.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II e	<p><b>Provide an acceleration plan for third, fourth and fifth grade teachers. Teachers will:</b></p> <ul style="list-style-type: none"> <li>• <b>maintain current literacy data for all children</b></li> <li>• <b>conduct regular assessments (running records &amp; anecdotal records)</b></li> <li>• <b>monitor student progress</b></li> <li>• <b>differentiate instruction in order to meet the needs of students based on a variety of performance indicators and reading behavior observations</b></li> </ul>	Prevention/ Intervention	4 <sup>th</sup> and 5 <sup>th</sup> grade teachers	C,I	Checklist, coaching on running records & anecdotal records, access to ELA coordinator 3-5	Observations, Artifacts, notebooks, running records, anecdotal records	TAKS 2008	Oct.-May	ELA Coordinator 3-5	

**Board Goals**

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## Elementary Curriculum - Language Arts 3 - 5

<b>NEEDS ASSESSMENT: Spring 2008 TAKS results-Reading</b>										
<b>WIG (Wildly Important Goal); Increase Reading TAKS scores to at least 70% in all accountability groups by May 2008.</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
	<ul style="list-style-type: none"> <li>• integrate a variety of best practices in their classrooms including guided reading, shared reading, whole class instruction, independent reading, read alouds and literature circles</li> <li>• have regular consultation and communication with the ELA Coordinator 3-5</li> </ul>									

**Board Goals**

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 Climate-IIIa,b,c,d,e  
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# DISTRICT IMPROVEMENT PLAN

## Elementary Curriculum - Language Arts PreK - 2

<b>NEEDS ASSESSMENT: Early Literacy Inventory 2006-2007</b>										
<b>WIG (Wildly Important Goal) Increase District Average of Kindergarten Text Level from C3 Stage 2 to D4 Stage 3 by May 2008 Increase District Average of Second Grade Text Level from M28 Stage 2 to N30 Stage 3 by May 2008</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II c	Provide Professional Development- <ul style="list-style-type: none"> <li>• Teaching 6+1 Traits in Writer’s Workshop</li> <li>• Advanced Guided Reading for First and Second Grade Teachers</li> <li>• Reader’s Workshop for First and Second Grade Teachers</li> <li>• Shared and Guided Reading for Kindergarten Teachers</li> <li>• Shared and Guided Reading for First Grade Teachers</li> <li>• Shared and Guided Reading for Second Grade Teachers</li> <li>• MatchWord</li> <li>• Earobics</li> <li>• SALSA</li> </ul>	Prevention	PK-2	C, I, P	EE-2 ELA Coordinator  Professional Books  Consultants	Beginning-of-Year, Middle-of-year Early Literacy Inventory	End-of-Year Early Literacy Inventory	September-May	EE-2 ELA Coordinator	

**Board Goals**  
 Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

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# DISTRICT IMPROVEMENT PLAN

## Elementary Curriculum - Language Arts PreK - 2

<b>NEEDS ASSESSMENT: Early Literacy Inventory 2006-2007</b>										
<b>WIG (Wildly Important Goal) Increase District Average of Kindergarten Text Level from C3 Stage 2 to D4 Stage 3 by May 2008 Increase District Average of Second Grade Text Level from M28 Stage 2 to N30 Stage 3 by May 2008</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a	Provide Reading Intervention <ul style="list-style-type: none"> <li>• Small Group Instruction</li> </ul>	Prevention and Intervention	PK-2	C, I, P	EE-2 ELA Coordinator	Beginning-of-Year, Middle-of-year Early Literacy Inventory	End-of-Year Early Literacy Inventory	September-May	EE-2 ELA Coordinator, Reading Recovery/Small Group Teachers	
II c	Observe, model and coach K-2 teachers on targeted campuses on best practices in literacy instruction	Prevention and Intervention	PK-2	C, I, P	EE-2 ELA Coordinator, checklists, rubrics, scope and sequence	Beginning-of-Year, Middle-of-year Early Literacy Inventory  Observations, Checklists, Feedback, Rubrics, Anecdotal Records	End-of-Year Early Literacy Inventory	September-May	EE-2 ELA Coordinator	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
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# DISTRICT IMPROVEMENT PLAN

## Elementary Curriculum - Language Arts PreK - 2

**NEEDS ASSESSMENT: Early Literacy Inventory 2006-2007**

**WIG (Wildly Important Goal) Decrease number of kindergarten students scoring overall Stage 1 on the Early Literacy Inventory from 19% to 14% by February 2008.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II c	Provide Professional Development- <ul style="list-style-type: none"> <li>• Building Kindergarten Writers</li> <li>• Shared and Guided Reading for Kindergarten Teachers</li> <li>• MatchWord</li> <li>• Earobics</li> <li>• SALSA</li> </ul>	Prevention	Kdg.	C, I	Consultants, MatchWord, Earobics, Professional Books	Beginning-of-year and mid-year Early Literacy Inventory	End-of-year Early Literacy Inventory	September-February	EE-2 ELA Coordinator	
II a	Begin reading intervention services at the beginning-of-the-year where scheduling permits.	Intervention	Kdg.	C, I	MatchWord, Earobics, <u>Phonics Lessons</u> , <u>Literacy Lessons Part I - II</u>	Beginning-of-year and mid-year Early Literacy Inventory	End-of-year Early Literacy Inventory	September-February	EE-2 ELA Coordinator	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
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## DISTRICT IMPROVEMENT PLAN – Elementary Math

<b>NEEDS ASSESSMENT:</b> Kathy Richardson Assessments, AMI reports										
<b>WIG (Wildly Important Goal);</b> Support kindergarten, first and second grade teachers in the implementation of the Kathy Richardson Assessments and intervention strategies in order to increase the percentage of at risk students that are performing at grade level by the end of the year from 24% to 30%.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II f	<b>Train 100% of K - 2 teachers in the administration of the Kathy Richardson assessments.</b>	Prevention	ALL	I	AMI budget, Kathy Richardson assessment books, testing forms	Testing forms	Class summary sheets	July 2007- May 2008	Elementary Math Coordinator, Assessment Trainers	
II f	<b>Train 100% of the K – 2 teachers in the interpretation of the Kathy Richardson assessment results and result driven instructional choices.</b>	Intervention	ALL, AR	C, I	Developing Number Concepts books	Classroom visits, discussions	AMI Report, Class summary sheets	July 2007- May 2008	Elementary Math Coordinator, Assessment Trainers	
II a, b	<b>Observe K-2 classrooms during assessment implementation to coach for excellence.</b>	Prevention	ALL	I	None	Classroom visits, discussions	Observations	October 2007-May 2008	Elementary Math Coordinator	

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
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### Target groups

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## DISTRICT IMPROVEMENT PLAN – Elementary Math

NEEDS ASSESSMENT: TAKS, TIPS assessments										
WIG (Wildly Important Goal); Increase TAKS performance of accountability groups in math from less than 50% to 50% or greater by May 2008.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a, b	Observe 3 – 5 teachers during Math time on target campuses to coach for excellence.	Prevention	ALL	C, I	Elementary Math Coordinator, Math Anchor Walk checklist	Observations, discussions	TAKS 2008	October 2007 – May 2008	Elementary Math Coordinator	
II a, b, e, f	Plan with 3 – 5 teachers on target campuses to ensure TEKS are being taught to the depth and complexity of the TAKS. Include FUSE strategies in lessons. Post created plans on Eduphoria.	Prevention	ALL, AR, LEP	C, I	Elementary Math Coordinator, FUSE workshops Eduphoria	Observations, discussions, lessons reviewed	TAKS 2008	October 2007 – May 2008	Elementary Math Coordinator	
II f	Provide benchmarks for target campuses as requested. Support teachers in interpreting data and making instructional choices based on benchmark results.	Prevention, Intervention	ALL, AR	C, I	WebCCAT, Scoreboards	Assessment results	TAK 2008	October 2007 – May 2008	Elementary Math Coordinator, Campus Instructional Specialists	

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
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## DISTRICT IMPROVEMENT PLAN – Elementary Science 3 - 5

NEEDS ASSESSMENT: TAKS Scores, teacher feedback, formal and informal classroom visits										
WIG (Wildly Important Goal); Increase Elementary Science TAKS Scores from unacceptable ratings in Hispanic and Economically Disadvantaged to 45% by April 2008.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II E	Meet with 5 <sup>th</sup> grade science teachers twice monthly to set goals and timelines.	Review TEKS for understanding, and model /observe twice monthly.	ALL	C, I	Scope and Sequence, Science Coordinators	Classroom visits, observations, benchmarks, class work	TAKS	May 2008	Science Coordinator	
II B	Conduct a G.A.L.S. Club	Review Science TEKS from 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> grade	LEP	C, I	G.A.L.S curriculum, Scope and Sequence, science coordinator	Weekly TAKS questions, discussion, journal entries, benchmarks	TAKS	May 2008		
II E	Meet with 4 <sup>th</sup> grade science teachers twice monthly to set goals and timelines.	Review TEKS for understanding, and model /observe twice monthly.	ALL	C, I	Scope and Sequence, Science Coordinator	Classroom visits, observations, benchmarks, class work	Observations, implementation of lessons.	May 2008		

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
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## DISTRICT IMPROVEMENT PLAN – Elementary Science 3 - 5

**NEEDS ASSESSMENT: TAKS Scores, teacher feedback, formal and informal classroom visits**

**WIG (Wildly Important Goal); Increase Elementary Science TAKS Scores from unacceptable ratings in Hispanic and Economically Disadvantaged to 45% by April 2008.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II E  II E	Meet with 3rd grade science teachers twice monthly to set goals and timelines.	Review TEKS for understanding, and model /observe twice monthly.	ALL	C, I	Scope and Sequence, Science Coordinator	Classroom visits, observations, class work	Observations, implementation of lessons.	May 2008		
	Promote systematic vocabulary program in grades 3 – 5	Pre-teach vocabulary and review as necessary	ALL	C, I	Scope and Sequence, Science Coordinator, Building Academic Vocabulary, Robert Morzano	Classroom visits, observations, observations, classwork	Observations, implementation of lessons.	May 2008		

### Board Goals

Vision-Ia, b, c, d  
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## DISTRICT IMPROVEMENT PLAN – Elementary Science 3 - 5

NEEDS ASSESSMENT: TAKS Scores										
WIG (Wildly Important Goal); Increase Elementary Science TAKS scores in the Hispanic and Economically Disadvantage accountability groups to 75% by May 2008.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II E	Assist in setting up an Science/Reading Integrated Classroom in addition to regular 5 <sup>th</sup> grade science class	Select Science TEKS to be reviewed  Prepare appropriate 5 <sup>th</sup> grade lessons that teach science TEKS in grade 2 – 4  Assist in implementation of systematic vocabulary program	LEP AR  LEP AR  LEP AR	C, I	Science Coordinator, Scope and sequence, campus science specialist  <u>Building Academic Vocabulary.</u> Robert Marzano	Observations, benchmarks, classroom samples	TAKS	May 2008	Science Coordinator, campus specialist, classroom teacher	

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## DISTRICT IMPROVEMENT PLAN – Elementary Science 3 - 5

<b>NEEDS ASSESSMENT: TAKS Scores, informal and formal observations</b>										
<b>WIG (Wildly Important Goal); Implement planning sessions for at-risk campuses from December 2007 to April 2008</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II 2	<b>Hold weekly planning meetings with science teachers, instructional specialists, and principals</b>	Plan for upcoming week  Establish TEK goals  Lesson planning  Literacy integration	ALL	C, I	Science Coordinator, Scope and Sequence	Bi-monthly benchmarks	TAKS	May 2008	Science coordinator, principals	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
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## DISTRICT IMPROVEMENT PLAN – Elementary Science PreK - 2

NEEDS ASSESSMENT: Improvement in academic vocabulary to increase TAKS scores in science.										
WIG (Wildly Important Goal); Increase the implementation of writing in science and practicing science academic vocabulary in 100% of all Pre-K -2 <sup>nd</sup> grade professional development by May 2008.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
CS1, 2, 3	Implement the guided model of journal writing in all PreK-2 science professional development	Prevention	All	C	<u>Writing in Science: How to Scaffold Instruction to Support Learning</u> by Betsy Rupp Fulwiler	Student work samples, classroom visits, evidence of professional development implementation	Survey	November 2007-May 2008	Science coordinator PreK-2	
CS1, 2, 3	Implement the use of vocabulary practice in all PreK-2 grade professional development.	Prevention	All	C	<u>Building Academic Vocabulary: Teacher's Manual</u> by Robert J. Marzano and Debra J. Pickering	Student work samples, classroom visits, evidence of professional development implementation	Survey	November 2007-May 2008	Science coordinator PreK-2	

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
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Leads = Activity

## DISTRICT IMPROVEMENT PLAN – Elementary Science PreK - 2

<b>NEEDS ASSESSMENT: Improvement in academic vocabulary to increase TAKS scores in science.</b>										
<b>WIG (Wildly Important Goal); Increase the implementation of writing in science and practicing science academic vocabulary in 100% of all Pre-K -2<sup>nd</sup> grade professional development by May 2008.</b>										
<b>Board Goals</b>	<b>Leads</b>	<b>Prevention/ Intervention</b>	<b>Target Groups</b>	<b>Targeted SI Component</b>	<b>Resources/ Materials</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Results</b>
CS1, 2, 3	Follow up for implementation on targeted campuses	Prevention	All	C	None	Student work and discussions	Observations	November 2007- May 2008	Science coordinator PreK-2	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
C & T – Career & Technology  
LEP – Limited English Proficient  
AR – At Risk  
D – Dyslexic  
504  
SpEd – Special Ed  
ALL – All Categories

**SI – School Improvement**

C – Curriculum  
PI – Parent Involvement  
SD – Staff Development  
CO - Communication  
I - Instruction  
P - Planning

**WIG = Goal**

Leads = Activity

## DISTRICT IMPROVEMENT PLAN – Elementary Science PreK – 2

<b>NEEDS ASSESSMENT: Assessment results at or below district standards</b>										
<b>WIG (Wildly Important Goal); 100% of the K-2<sup>nd</sup> grade teachers at identified schools will teach science every instructional day.</b>										
<b>Board Goals</b>	<b>Leads</b>	<b>Prevention/ Intervention</b>	<b>Target Groups</b>	<b>Targeted SI Component</b>	<b>Resources/ Materials</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Results</b>
II a, b, e, f	<b>Assist K-2 teachers planning science content every two weeks</b>	Prevention	All	C, P	Eduphoria/ PreK-2 Science Coordinator	Student work samples, classroom visits, discussion	Observation/ Lesson Plans	Sept. 2007- May 2008	Science coordinator PreK- 2	
II a, b, e	<b>Model lessons for K-2 teachers in science</b>	Prevention	All	C, P, I	Science Coordinator/ lesson materials	Student work samples, classroom visits, discussion	Observation for implementation of strategies and content modeled	Sept 2007- May 2008	Science coordinator PreK-2	
II a, b, e, f	<b>Observe K-2 classrooms during science instruction to coach for excellence</b>	Prevention	All	C, I	None	Classroom visits and discussions	Observation implementation of science instruction and strategies	Sept 2007- May 2008	Science coordinator PreK-2	
II a, b, e, f	<b>Follow up on implementation of plans and strategies</b>	Prevention	All	C, P, I	None	Classroom visits and discussions	Observations	November 2007- May 2008	Science coordinator PreK-2	

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

### Target groups

G/T – Gifted & Talented  
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SpEd – Special Ed  
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### WIG = Goal

Leads = Activity

## DISTRICT IMPROVEMENT PLAN – Elementary Science PreK - 2

NEEDS ASSESSMENT: Assessment results at or below the district standards										
WIG (Wildly Important Goal); Change the Science SPOs on Eduphoria to Science TEKS by the end of 2007- 2008 school year so 100% of the teachers are planning to their grade level Science TEKS.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Ia,b,c,d	Change all grade level SPOs to TEKS on Eduphoria with lessons attached to the TEKS.	Prevention	All	C	Eduphoria/ TEKS	Eduphoria	Eduphoria	Sept. 2007- June 2008	Science Coordinators PreK-2 and 3-5	
Via,b,c,d	Follow up for implementation with target schools	Prevention	All	C	Eduphoria/ TEKS	Use of posted lessons, planning, student work	Observations	November 2007- June 2008	Science Coordinators PreK-2 and 3-5	

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

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## DISTRICT IMPROVEMENT PLAN – Elementary Social Studies

<b>NEEDS ASSESSMENT: surveys of staff development sessions and FUSE sessions</b>										
<b>WIG (Wildly Important Goal);</b> Create an integrated curriculum to implement from 2008 to 2009 by May 2008.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II e	Kindergarten integrated units will be created by spring 2008.	Prevention	All	C, I, P	Eduphoria; Elem. SS Coordinator	Classroom visits and discussions	Observation/ Lesson Plans	Sept. 2007- May 2008	Elementary SS Coordinator	
II e	First grade integrated units will be created by spring 2008.	Prevention	All	C, I, P	Eduphoria; Elem. SS Coordinator	Classroom visits and discussions	Observation/ Lesson Plans	Sept. 2007- May 2008	Elementary SS Coordinator	

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

### Target groups

G/T – Gifted & Talented  
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### WIG = Goal

Leads = Activity



## DISTRICT IMPROVEMENT PLAN – Elementary Social Studies

<b>NEEDS ASSESSMENT: surveys from staff development sessions</b>										
<b>WIG (Wildly Important Goal);</b> Create lessons for teachers for the individual TEKS in each grade level by May 2008.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II e	Create 4 lessons for each grade, Kinder-5 <sup>th</sup> , in Social Studies	Prevention	All	C, I, P	Eduphoria; Elem. SS Coordinator	Classroom visits and discussions	Observation/ Lesson Plans	Sept. 2007- May 2008	Elementary SS Coordinator	
II a	Post lessons under appropriate TEK in Eduphoria	Prevention	All	C, I, P	Eduphoria; Elem. SS Coordinator	Classroom visits and discussions	Observation/ Lesson Plans	Sept. 2007- May 2008	Elementary SS Coordinator	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

**Target groups**

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## DISTRICT IMPROVEMENT PLAN – Elementary Social Studies

<b>NEEDS ASSESSMENT: 3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> grade Language Arts TAKS data – non-fiction is an area of need</b>										
<b>WIG (Wildly Important Goal);</b> Observe teachers at targeted campuses for implementation of integrated social studies TEKS in each grade level by May 2008.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a, b, e	Observe K-5 classrooms during language arts/social studies instruction to coach for excellence	Prevention	All	C, I, P	Elem. SS Coordinator	Classroom visits and discussions	Observation/ Lesson Plans	Sept. 2007- May 2008	Elementary SS Coordinator	
II a, e	Model integrated lessons in K-5 classrooms at targeted campuses	Prevention	All	C, I, P	Elem. SS Coordinator	Classroom visits and discussions	Lesson Plans	Sept. 2007- May 2008	Elementary SS Coordinator	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

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# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II.A,B,C	Administrators’ Meetings and Principal Cluster Meetings: Professional development for administrators to scaffold and empower them to be instruction leaders by (1) Providing ELA, math, science and social studies professional development mini-sessions (2) Providing updates from First Year Teacher Academy (3) Providing content specific information from targeted staff development sessions (4) 100% participation in data desegregation based on the Dana Center model (5) 100% participation in the Leadership Academy	P	G/T LEP AR D 504 SpEd	C I SD	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, professional books, materials from conferences, trainings, workshops	Completed observation checklists and classroom observation matrix to discuss positive impact and/or concerns; share knowledge from trainings, workshops, conferences,	Staff Development curriculum survey, PRIDE, Eduphoria! Workshop and Forethought, sign-in sheets,	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

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# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

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**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	Secondary Curriculum Department will attend state and national conferences with a focus on English Language Learners, leadership, assessment, and Professional Learning Communities	P	G/T LEP AR D 504 SpEd	C I SD	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, national and state conference materials, professional journals and books	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	Updates and discussion with principals and teachers and implementation of new/changing ideas incorporated into professional development for staff	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

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**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	Establish guidelines for curriculum and instructional implementation of the updated / revised Scope and Sequence and the training of teachers in the use of the guides	P	G/T LEP AR D 504 SpEd	C I SD	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, High school Academic Leadership Team(ALT), and middle school dept. chairs	Collaboration of Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department, ALT, and middle school dept. chairs	Completed guidelines and implementation plan, staff development agendas and notes	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

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# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	Secondary Instructional Support Teachers (ISTs) and Secondary Curriculum Coordinators will attend National Instructional Coaching Institute and the Center for Teacher Induction as well as other instructional strategies workshops and trainings	P	G/T LEP AR D 504 SpEd	C I SD	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

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# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	100% participation in a professional development focus on Second Language Learners, the 5E Instructional Framework, assessment, and content writing	P	G/T LEP AR D 504 SpEd	C I SD	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

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# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	100% participation in visits to other school districts in which the demographics are similar to Denton ISD and who have an existing, successful program in the area of advanced academics grades 6-12 and Pre-AP and AP	P	G/T LEP AR D 504 SpEd	C I SD	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

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# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	100% participation in a book study with the high school Academic Leadership Team (ALT) focusing on assessment: <i>Classroom Assessment and Grading that Work</i> by Robert Marzano and <i>Checking for Understanding</i> by Douglas Fisher and Nancy Frey	P	G/T LEP AR D 504 SpEd	C I SD	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, professional books,	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and weekly ALT meeting and implementation of new/changing ideas incorporated into professional development for staff	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and weekly ALT meetings, and implementation of new/changing ideas incorporated into professional development for staff	2007-2008	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
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# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	<p>Provide list of recommended materials and resources necessary for all participants to implement professional development learning into the classroom</p> <p>Provide list of recommended materials and resources to implement the updated / revised Scope and Sequence documents</p>	P	G/T LEP AR D 504 SpEd	C I SD	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators,	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	Completed lists of resources and materials	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
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**Target groups**

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 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

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 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	Offer formal and informal staff development opportunities after school and during conference periods to enhance, enrich, and support the district-wide staff development sessions throughout the school year	P	G/T LEP AR D 504 SpEd	C I SD	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school depart. Chairs, and teacher trainers	Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals	TAKS, PSAT, SAT, AP scores	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
 C & T – Career & Technology  
 LEP – Limited English Proficient  
 AR – At Risk  
 D – Dyslexic  
 504  
 SpEd – Special Ed  
 ALL – All Categories

**SI – School Improvement**

C – Curriculum  
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**WIG = Goal**

Leads = Activity

# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	Offer a research-based series of professional development courses on scheduled on staff development days that focus on: (1) Modeling and incorporating best practices to meet the need of the diverse learners, (2) the 5E Instructional Framework, (3) content writing, (4) integrating technology into classroom instruction, (5) effective instructional strategies for the ELL students, (6) providing strategies and materials for teaching higher order thinking, questioning, teaching for depth and complexity, and for helping students construct their own meaning, and (7) providing related professional books	P	G/T LEP AR D 504 SpEd	C I SD	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teacher trainers	Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals	TAKS, PSAT, SAT, AP scores	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

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 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

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 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	Provide the First Year Teacher Academy (FYTA) for all new to the profession (zero years experience) secondary teachers	P	G/T LEP AR D 504 SpEd	C I SD	Funding, Director of Secondary Curriculum, Instruction, and Staff Development and the First Year Teacher Academy Teacher Trainers	Pre-test, student work samples, classroom visits, planning artifacts, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals	Post-test, teacher questionnaire, retention rate	Began 2003 and continue - 2009	Director of Secondary Curriculum, Instruction, and Staff Development	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
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**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	<p>Provide AP Teachers’ Summer Institute for the continued development and improvement of the high school Advanced Placement Program</p> <p>Offer a specific staff development series targeting the needs of the Pre-AP and AP teachers</p>	P	G/T LEP AR D 504 SpEd	C I SD	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, consultants, and teacher trainers	Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals	AP enrollment, number of students taking AP exams, number of students taking more than one AP exam, AP exam results, student and parent surveys, commended TAKS students, PSAT and SAT scores	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
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**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	<p>Provide quality staff development with TEKS correlation using research based best practices and ELL support in 100% of district sponsored professional development offerings</p> <p>Place a Sheltered Instruction Observation Protocol (SIOP) trainer on each staff development training team to provide support and strategies for the teachers who serve English Language Learners</p>	P	G/T LEP AR D 504 SpEd	C I SD	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teacher trainers, ESL 4-8 and 6-12 Coordinators	Staff development planning sessions artifacts, student work samples, classroom visits, planning artifacts, observation checklists, formal and informal interviews with teachers and principals	Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals, ESL TAKS scores	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
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**WIG (Wildly Important Goal):**  
 95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C	Provide campus level support from Secondary Curriculum Coordinators and ISTs through modeling, teaching, collaborating, and coaching with secondary faculty / staff in the area of ELL instructional strategies	P	G/T LEP AR D 504 SpEd	C I SD	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ESL 4-8 and 6-12 Coordinators, new funding for a fourth IST to cover all core content areas	Staff development planning sessions artifacts, student work samples, classroom visits, planning artifacts, observation checklists, formal and informal interviews with teachers and principals	Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals, ESL TAKS scores	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
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**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 Provide and supervise intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,C	100% implementation of the READ 180 program on all middle and high school campuses	I	LEP AR D 504 SpEd	C I	Funding, designated classroom technology components, ELA Curriculum Coordinator, READ 180 trained teachers, principals	SRI reports, classroom observations, meetings and interviews with READ 180 teachers	TAKS	2007-2009	Director of Secondary Curriculum, and ELA Curriculum Coordinator	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
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 Human Resources-Va,b,c,d,e,  
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**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

Provide and supervise intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	100% implementation of high school acceleration courses for all students who failed TAKS	I	LEP AR D 504 SpEd	C I	Director of Secondary Curriculum, Secondary Curriculum Department, ALT, and principals	Student enrollment	TAKS	2007-2009	Director of Secondary Curriculum, and Secondary Curriculum Dept.	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
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Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
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**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

Provide and supervise intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	100% implementation on all high school campuses of Saturday or evening Practice AP exams as well as year-long study sessions in preparation for AP exams	I	G/T LEP AR D 504 SpEd	C I	Funding, Director of Secondary Curriculum, Secondary Curriculum Dept., ALT, and all AP teachers, practice exams	Sign-in sheets, class rosters, timesheets	AP exam scores	2007-2009	Director of Secondary Curriculum, Secondary Curriculum Coordinators, and all AP teachers	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
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Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

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 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 Provide and supervise intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	Continued development of a district-wide philosophical framework for the high school Advanced Placement Program that focuses on increasing student achievement in the program especially among under represented student groups	I	LEP G/T AR D 504 SpEd	C I	AP funding, Director of Secondary Curriculum, Curriculum Coordinators, ALT, all AP teachers	Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	AP enrollment, AP exam scores, number of students taking AP exams, number of students taking more than one exam, PSAT, SAT	2007-2009	Director of Secondary Curriculum Department, Curriculum Coordinators, ALT, and all AP teachers	
	Maintenance of AP website for students and parents	I	LEP AR D 504 SpEd	C I PI	Director of Secondary Curriculum, technology support	Website	Updates /use of website, parent and student feedback	2007-2009	Director of Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
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**WIG (Wildly Important Goal):**  
 Provide and supervise intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	Horizontal and vertical alignment of guidelines, curriculum, and instructional strategies for Pre-AP and AP courses in the core areas	I	LEP G/T AR D 504 SpEd	C I	AP funding, Director of Secondary Curriculum, Secondary Curriculum Department, ALT, and all AP teachers	Course syllabi, teacher websites, lesson plans / Forethought,, student work samples, classroom visits, planning artifacts, classroom observation checklists, formal and informal interviews with teachers	AP enrollment, AP exam scores, number of students taking AP exams, number of students taking more than one exam, PSAT, SAT, commended on TAKS, parent surveys	2007-2009	Director of Secondary Curriculum, and Secondary Curriculum. Department, ALT, and all AP teachers	

**Board Goals**

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 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
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 Provide and supervise intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	100% of AP courses approved through the College Board AP Audit Process and reauthorized each year	I	LEP G/T AR D 504 SpEd	C I	Director of Secondary Curriculum, Secondary Curriculum Department, ALT, and all AP teachers	Course syllabi	College Board authorization approval letter for each course	2007-2009	Director of Secondary Curriculum, Secondary Curriculum Department, ALT, all AP teachers , and principals	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
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**WIG (Wildly Important Goal):**  
 Provide and supervise intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c 3	100% compliance by all middle school campuses with the Student Success Initiative (SSI) guidelines and procedures	I	LEP AR D 504 SpEd	C I	SSI funding, Director of Secondary Curriculum, ELA and Math Curriculum Coordinators	Personal Graduation Plans, SSI Reports	AMI/ARI acceleration instruction logs, TAKS, graduation statistics, SSI summative reports	2007-2009	Director of Secondary Curriculum, and ELA and Math Curriculum Coordinators	
II a,c	Serve 2-3% of the middle school student population, grades 6-8, in the dyslexia program	I	LEP G/T AR D 504 SpEd	C I	Dyslexia Therapist, program materials	Dyslexia referrals and assessments	Dyslexia Needs Report	2007-2009	Secondary English Language Arts Coordinator	

**Board Goals**

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**WIG (Wildly Important Goal):**  
 Provide and supervise intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	100% of secondary grades 6-12 campuses will participate in Celebrate Freedom week activities	I	LEP AR D 504 SpEd	C I	Teachers, principals, freedom lessons and materials	Campus visits, lesson plans / Forethought	Eduphoria! survey, campus visit logs	2007-2009	Secondary Social Studies Coordinator	
II a,c	100% of secondary grades 6-12 campuses will participate in Constitution day activities	I	LEP G/T AR D 504 SpEd	C I	Teachers, principals, constitution lessons and materials	Campus visits, lesson plans / Forethought	Eduphoria! survey, campus visit logs	2007-2009	Secondary Social Studies Coordinator	

**Board Goals**

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 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 Impact the level of instruction in ways that will enhance student achievement in the core content areas, thus increasing student success on TAKS and other standardized assessments

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	Revise and update the existing Denton ISD Scope and Sequence curriculum documents in the core content areas grades 6-12 as needed: <ol style="list-style-type: none"> <li>(1) establish timeline for writing and implementation</li> <li>(2) establish a representative writing committee for each grade level / content area</li> <li>(3) establish a budget</li> <li>(4) purchase materials</li> <li>(5) hold a summer curriculum institute</li> <li>(6) publish documents</li> </ol>	P	G/T LEP AR D 504 SpEd	C I SD	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teachers	Work session sign in sheets, planning and work session artifacts, drafts of Scope and Sequence documents	Scope and Sequence Documents	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
 C & T – Career & Technology  
 LEP – Limited English Proficient  
 AR – At Risk  
 D – Dyslexic  
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 SpEd – Special Ed  
 ALL – All Categories

**SI – School Improvement**

C – Curriculum  
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**WIG = Goal**

Leads = Activity

# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 Impact the level of instruction in ways that will enhance student achievement in the core content areas, thus increasing student success on TAKS and other standardized assessments

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	Monitor implementation of revised Denton ISD Scope and Sequence	P	G/T LEP AR D 504 SpEd	C I SD	Documents, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and principals	Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	Student work samples, classroom visits, planning artifacts, observation checklists, formal and informal interviews with teachers Scope and Sequence Documents, TAKS, PSAT, and SAT scores	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
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**WIG (Wildly Important Goal):**  
 Impact the level of instruction in ways that will enhance student achievement in the core content areas, thus increasing student success on TAKS and other standardized assessments

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	Plan, develop, and provide staff development and instructional support based on needs as defined by disaggregated assessment data so that the district will experience increase in student achievement: Reading– increase passing rate on TAKS to 92% for 6 <sup>th</sup> grade students, 92% for 7 <sup>th</sup> grade, 94% for 8 <sup>th</sup> grade, and 9 <sup>th</sup> grade to 92% ELA– increase passing rate on TAKS to 88% for 10 <sup>th</sup> grade and 90% for 11 <sup>th</sup> grade Writing – increase passing rate on TAKS to 96% for 7 <sup>th</sup> grade students Social Studies – increase passing rate on TAKS to 90% for 8 <sup>th</sup> grade students 90% for 10 <sup>th</sup> grade and 30% commended for 11 <sup>th</sup> grade students Math – increase passing rate on TAKS to 80% for 6 <sup>th</sup> grade students, 85% for 7 <sup>th</sup> grade, 75% for grade 8, 70% for 9, and 10 and 85% for 11 <sup>th</sup> grade Science - increase passing rate on TAKS to 75% for 10 <sup>th</sup> , 85% for 11 <sup>th</sup> , and 75% for the new 8 <sup>th</sup> grade test	P	G/T LEP AR D 504 SpEd	C I SD	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, teacher trainers, and principals	Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	TAKS	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
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## DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

Impact the level of instruction in ways that will enhance student achievement in the core content areas, thus increasing student success on TAKS and other standardized assessments

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	Increase Bilingual / ESL TAKS scores by 5% in all content areas	P	G/T LEP AR D 504 SpEd	C I SD	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, ESL 4-8 and 9-12 Coordinators, and principals	Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	ESL TAKS scores	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

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# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 Impact the level of instruction in ways that will enhance student achievement in the core content areas, thus increasing student success on TAKS and other standardized assessments

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	Incorporate the 5E Instructional Framework in the core content areas for lesson planning in 100% of all professional development offerings	P	G/T LEP AR D 504 SpEd	C I SD	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teacher trainers	Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	TAKS AP, PSAT, and SAT, scores	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
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# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 Impact the level of instruction in ways that will enhance student achievement in the core content areas, thus increasing student success on TAKS and other standardized assessments

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	Create and implement a summer staff development academy based on district goals and teacher needs	P	G/T LEP AR D 504 SpEd	C I SD	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teacher trainers, and consultants	Observation checklists, classroom observational matrix, formal and informal interviews with teachers and principals	Academy offerings, budget expenditures, professional development surveys	Summer 2008	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
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 Parent and Community Involvement-Ia,b,c,d,e  
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# DISTRICT IMPROVEMENT PLAN – Secondary Curriculum Department

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 Impact the level of instruction in ways that will enhance student achievement in the core content areas, thus increasing student success on TAKS and other standardized assessments

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a,c	Establish, implement, and monitor a district wide cyclic plan for the replacement and/or purchase of instructional materials, equipment, and supplies to support exemplary, researched based curriculum with a focus on math and science	P	G/T LEP AR D 504 SpEd	C I	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, ALT, middle school dept. chairs,	Needs assessment, Board approved plan	Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	2007-2009	Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
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## DISTRICT IMPROVEMENT PLAN – Secondary English Language Arts

**NEEDS ASSESSMENT:**

Scholastic Reading Inventory; reading class grade; TAKS reading, writing, and ELA scores; AP exam scores, Pre-AP and AP enrollment numbers; PSAT, SAT, and ACT scores

**WIG (Wildly Important Goal):**

Provide and supervise intervention/acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B	Offer and support gifted/talented and Pre-AP/AP or Enhanced English opportunities in the language arts on all secondary campuses	P	G/T LEP AR D 504	C I	Pre-APAP teachers; G/T teachers; course syllabi; AP instructional materials; AP funds	DISD AP summer institute; ALT content meetings; middle school cadre meetings	Enrollment in EXPO (middle school G/T program), Pre-AP/AP, and Enhanced English classes	2007-08 school year; continuing in 2008-09	Secondary English Language Arts Coordinator; middle school ELA department chairs; high school English Academic Instructional Leaders; AP teachers; secondary principals	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

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## DISTRICT IMPROVEMENT PLAN – Secondary English Language Arts

<b>NEEDS ASSESSMENT:</b> Scholastic Reading Inventory; reading class grade; TAKS reading, writing, and ELA scores; AP exam scores, Pre-AP and AP enrollment numbers; PSAT, SAT, and ACT scores										
<b>WIG (Wildly Important Goal):</b> Provide and supervise intervention/acceleration and enrichment programs at 100% of secondary campuses										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B	Provide the benefit of accommodations to dyslexia (504) students moving from formal dyslexia instruction at the middle school into the general curriculum at the high school	I	D 504	CO I	Accommodations for dyslexia students in the regular classroom; folders/lists of exited dyslexia students; dyslexia therapists	Dyslexia folders; 504 committee meetings	Dyslexia exit forms; lists of exited dyslexia students	2008-098 school year; continuing in 2009-10	Secondary English Language Arts Coordinator; middle school dyslexia therapists; high school counselors	
II A,B	Continue Junior Great Books Program in middle schools	P	ALL	C I	Reading and EXPO (middle school G/T) teachers	Lesson plans; classroom visit matrix	Eduphoria! Forethought	2007-08 school year; continuing in 2008-09	Secondary English Language Arts Coordinator; middle school reading and EXPO teachers; middle school principals	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
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## DISTRICT IMPROVEMENT PLAN – Secondary English Language Arts

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; PSAT, SAT, ACT, and AP exam data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B	All middle school reading teachers will administer the SRI during the first and fifth six weeks. Eighth-grade teachers will administer the second SRI during the fourth six weeks to provide data for placement into high school reading programs.	I	ALL	C I	Middle school reading teachers; SRI assessment suite; student data reports	SRI reports	SRI reports; reading report to high school for placement of incoming freshmen	2007-08 school year; continuing in 2008-09	Secondary English Language Arts Coordinator; middle school ELA department chairs; middle school reading teachers; high school counselors	
II A,B	Support content area writing throughout the schools	P	ALL	I	6-Trait seminars; secondary Instructional Support Teachers; 6-Trait posters; classroom teachers	Classroom writing assignments; lesson plans; classroom visit matrix	TAKS scores; Eduphoria! Workshop and Fore-thought	2007-08 school year; continuing in 2008-09	Secondary English Language Arts Coordinator; department chairs; Secondary ISTs	

**Board Goals**

Vision-Ia, b, c, d  
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## DISTRICT IMPROVEMENT PLAN – Secondary English Language Arts

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; PSAT, SAT, ACT, and AP exam data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B	Use common assessments and benchmark assessment data to develop a plan to address instructional concerns	I	ALL	C I	Campus common assessments; district benchmarks; teacher committees; middle school ELA department chairs; High School Academic Instructional Leaders	Common assessment and benchmark data	TAKS	2008-09	Secondary English Language Arts Coordinator; teacher committees	

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## DISTRICT IMPROVEMENT PLAN – Secondary English Language Arts

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; PSAT, SAT, ACT, and AP exam data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B	Reformulate the scope and sequence to create more systematic and consistent writing instruction at all secondary grade levels	P	ALL	C I	Teacher committees; middle school ELA department chairs; High School Academic Instructional Leaders	Classroom writing assignments; teacher reflection and feedback	Revised scope and sequence document	2008-09	Secondary English Language Arts Coordinator; teacher committees	

**Board Goals**

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## DISTRICT IMPROVEMENT PLAN – Secondary English Language Arts

<b>NEEDS ASSESSMENT:</b> Teacher evaluations and surveys from staff development; results of student assessments; formal and informal classroom visits										
<b>WIG (Wildly Important Goal):</b> Ninety-five percent of secondary faculty and staff will attend district-sponsored professional development days which will increase knowledge of teachers to positively impact achievement for all students in the core content areas										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II C	Provide staff development that focuses on improving teachers' skills and abilities to help students develop and enhance their writing	P	ALL	SD	Staff development trainers; consultants; middle school ELA department chairs; High School Academic Instructional Leaders; ELA curriculum funds	Student work samples; classroom visits; discussions and reflective visits with teachers	TAKS	2007-08 school year; continuing in 2008-09	Secondary English Language Arts Coordinator; middle school ELA department chairs; High School Academic Instructional Leaders	

**Board Goals**

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## DISTRICT IMPROVEMENT PLAN – Secondary English Language Arts

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; PSAT, SAT, ACT, and AP exam data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II C	For each course, identify 8-10 essentials or power standards per semester based on revised ELA TEKS	P	ALL	SD	Teacher committees per course; ELA curriculum funds; revised ELA TEKS	Professional Learning Committee reflections; common assessment and benchmark data	Revised scope and sequence document	2008-09 school year; continuing in 2009-10	Secondary English Language Arts Coordinator; teacher committees; middle school ELA department chairs; High School Academic Instructional Leaders	

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## DISTRICT IMPROVEMENT PLAN – Secondary English Language Arts

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; PSAT, SAT, ACT, and AP exam data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II C	Provide staff development in inquiry-based instruction through Great Books Foundation	P	ALL	SD I	Great Books trainers; ELA curriculum funds	Lesson plans; classroom visits; discussions and teacher reflections	Eduphoria! Forethought; staff development sign-in sheets	2008-09	Secondary English Language Arts Coordinator; middle school ELA department chairs; High School Academic Instructional Leaders	

**Board Goals**

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 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
 C & T – Career & Technology  
 LEP – Limited English Proficient  
 AR – At Risk  
 D – Dyslexic  
 504  
 SpEd – Special Ed  
 ALL – All Categories

**SI – School Improvement**

C – Curriculum  
 PI – Parent Involvement  
 SD – Staff Development  
 CO - Communication  
 I - Instruction  
 P - Planning

**WIG = Goal**

Leads = Activity

## DISTRICT IMPROVEMENT PLAN – Secondary World Languages

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; AP data from prior years; PSAT and SAT data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A, B	Support content area writing throughout the schools by having students in world languages classes translate the 6 Traits into the target language and use them when they write	P	ALL	C I	Secondary Instructional Support Teachers, 6 + 1 Trait Writing posters in English; classroom teachers	World Languages Academic Instructional Leaders' meetings; lesson plans; collaboration with English departments	6-Trait posters in the target language in each world languages classroom; Eduphoria! Workshop and Forethought reports; classroom visits; TAKS results	2008-09	Secondary Language Arts Coordinator; Secondary Instructional Support Teachers; middle school world languages teachers; high school World Languages Academic Instructional Leaders	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
C & T – Career & Technology  
LEP – Limited English Proficient  
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**SI – School Improvement**

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## DISTRICT IMPROVEMENT PLAN – Secondary World Languages

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; AP data from prior years; PSAT and SAT data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B	Promote connections between the concepts and skills in the world languages and those in the English language	P	ALL	C I	World languages teachers; English language arts teachers	Share time among teachers of the two departments; World Languages Cadre Meetings; discussions with teachers; teacher reflections	Scores on TAKS, PSAT, SAT, ACT, and AP exams	2007-08 school year; continuing in 2008-09	Secondary Language Arts Coordinator; middle school world languages teachers; High School World Languages Academic Instructional Leaders	
II A,B	Provide Spanish for Spanish speakers classes at all middle school campuses, and offer advanced speaker classes at the high school level in order to promote literacy in the native language thereby impacting success in the English language	P	ALL LEP	C I	Enrollment data; home language surveys	Middle and high school Spanish for Spanish Speakers course enrollment; student surveys	Campus master schedules	2008-09 school year; continuing in 10009-10	Secondary Language Arts Coordinator; secondary principals; world languages department chairs	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

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## DISTRICT IMPROVEMENT PLAN – Secondary World Languages

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; AP data from prior years; PSAT and SAT data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B	Develop common semester exams for each language at levels 1, 2, and 3	P	ALL	C I	World languages teachers; High School Academic Instructional Leaders; world languages curriculum funds	Development and planning sessions, question validation; teacher reflection and discussions	Common semester exams for levels 1, 2, and 3 of each language	2007-08 school year	Secondary Language Arts Coordinator; World Languages Academic Instructional Leaders	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
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## DISTRICT IMPROVEMENT PLAN – Secondary World Languages

<b>NEEDS ASSESSMENT:</b> Teacher evaluations and surveys from staff development; results of student assessments; formal and informal classroom visits										
<b>WIG (Wildly Important Goal):</b> Ninety-five percent of secondary faculty and staff will attend district-sponsored professional development that will increase the knowledge of teachers to positively impact achievement for all students										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II C	Provide opportunities to horizontally and vertically align the curriculum of each language from level 3 through AP	P	ALL	SD I	World languages teachers; access to computers, copiers, printers; world languages curriculum funds	Share time with coordinator, language teachers; planning together the logistics and guidelines for curriculum alignment; World Languages Cadre Meetings	Curriculum map; scope and sequence document; common semester exams	2008-09 school year; continuing in 2009-10	Secondary Language Arts Coordinator, High School World Languages Instructional Leaders	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

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## DISTRICT IMPROVEMENT PLAN – Secondary Mathematics

<b>NEEDS ASSESSMENT:</b> Teacher evaluations and surveys from staff development; results of student assessments; formal and informal classroom visits										
<b>WIG (Wildly Important Goal):</b> Ninety-five percent of secondary faculty and staff will attend district-sponsored professional development that will increase the knowledge of teachers to positively impact achievement for all students in the core content areas.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II C	Provide staff development at all secondary levels that reinforces the 5E Instructional Framework and content writing	P	LEP AR 504 SpEd	SD	Secondary Math Coordinator; Staff development trainers; consultants; middle school Math department chairs; High School Academic Instructional Leaders; Math curriculum funds	Eduphoria! Workshop and Forethought reports; classroom visit matrix; campus math department meetings	Eduphoria! Workshop and Forethought reports; sign-in sheets; classroom visit matrix	2005-06; continuing in 2008-09	Secondary Math Coordinator; middle school Math department chairs; High School Academic Instructional Leaders	

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
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Growth & Change-VIa,b,c,d

### Target groups

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## DISTRICT IMPROVEMENT PLAN – Secondary Mathematics

**NEEDS ASSESSMENT:**

Teacher evaluations and surveys from staff development; results of student assessments; formal and informal classroom visits

**WIG (Wildly Important Goal):**

Ninety-five percent of secondary faculty and staff will attend district-sponsored professional development that will increase the knowledge of teachers to positively impact achievement for all students in the core content areas.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II C	Provide staff development at all secondary levels that focuses on pedagogy and in-depth mathematical content knowledge	P	G/T LEP AR 504 SpEd	C	Secondary Math Coordinator; Staff development trainers; consultants; middle school Math department chairs; High School Academic Instructional Leaders; Math curriculum funds	Eduphoria! Workshop and Forethought reports; classroom visit matrix; campus math department meetings; teacher contact log	Eduphoria! Workshop and Forethought reports; sign-in sheets; classroom visit matrix	2007-08; continuing in 2008-09	Secondary Math Coordinator; middle school Math department chairs; High School Academic Instructional Leaders	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

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## DISTRICT IMPROVEMENT PLAN – Secondary Mathematics

<b>NEEDS ASSESSMENT:</b> Teacher evaluations and surveys from staff development; results of student assessments; formal and informal classroom visits										
<b>WIG (Wildly Important Goal):</b> Ninety-five percent of secondary faculty and staff will attend district-sponsored professional development that will increase the knowledge of teachers to positively impact achievement for all students in the core content areas.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,C	Provide and lead training, updates, resources, and Professional Learning Community meetings that will allow teachers to develop a deep understanding of the secondary mathematics TEKS, determine best practices for instruction, and create common assessments in order to monitor progress	P	ALL	SD I	Secondary Math Coordinator; PLC team leaders;	Student work samples; classroom visit matrix; teacher contact log; department meetings	Student work samples; TAKS	2008-2009	Secondary Math Coordinator; middle school Math department chairs; High School Academic Instructional Leader	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

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## DISTRICT IMPROVEMENT PLAN – Secondary Mathematics

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; PSAT, SAT, ACT, and AP exam data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,C	For each course, identify 8-10 essentials or power standards per semester based on Math TEKS	P	ALL	SD	Grade level/course teacher committees; Math curriculum funds; Math TEKS	Professional Learning Committee reflections; common assessment and benchmark data	Revised scope and sequence document	2007-08; continuing in 2008-09	Secondary Math Coordinator; teacher committees; middle school Math department chairs; High School Academic Instructional Leaders	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
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 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

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## DISTRICT IMPROVEMENT PLAN – Secondary Mathematics

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; PSAT, SAT, ACT, and AP exam data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B	Create benchmark assessments and use data from the assessments to address instructional concerns	I	ALL	C I	District benchmark assessments; teacher committees; middle school Math department chairs; High School Academic Instructional Leaders; CCAP system	Benchmark data	TAKS	2008-2009	Secondary Math Coordinator; teacher committees; Coordinator of Data and Assessment	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
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 SpEd – Special Ed  
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## DISTRICT IMPROVEMENT PLAN – Secondary Mathematics

<b>NEEDS ASSESSMENT:</b> Disaggregated TAKS data; PSAT, SAT, ACT, and AP exam data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student success on TAKS and other standardized assessments										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A, B	Provide opportunities to horizontally and vertically align the Advanced Math Program at the middle schools and the Pre-AP/AP Program at the high schools	P	G/T LEP AR D 504 SpEd	C I	Teacher committees; summer curriculum writing; Secondary Math Coordinator; Math curriculum funds	Share time with Secondary Math Coordinator; math teachers; Secondary Instructional Support Teachers; planning the logistics and guidelines for curriculum alignment	Revised scope and sequence document; teacher contact logs	2005-2006; continuing in 2008-09	Secondary Math Coordinator; middle school Math department chairs; High School Academic Instructional Leaders; Secondary Instructional Support Teachers	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

**Target groups**

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## DISTRICT IMPROVEMENT PLAN – Secondary Mathematics

<b>NEEDS ASSESSMENT:</b> ESL and LEP TAKS scores; teacher self-evaluation and requests for ESL strategies; formal and informal classroom visits										
<b>WIG (Wildly Important Goal):</b> Provide administrators and teachers with support and guidance to enhance the success of English Language Learners in the core content areas										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B,C,	Support ESL teachers in grades 6-12 with development and implementation of the math curriculum for English language learners	P	LEP 504 AR	C I	Math texts and ancillary materials; videos; ESL teachers; Math curriculum funds; Secondary Math Coordinator; ESL Coordinators	Share time with coordinators; ESL/math teachers, Secondary Instructional Support Teachers, coordinators planning together the implementation of curriculum alignment	Curriculum map for high school ESL 1, 2, and 3; teacher contact logs; LAT math scores	2005-06; continuing in 2008-09	Secondary Math Coordinator; Secondary ESL Coordinators	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

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Leads = Activity

## DISTRICT IMPROVEMENT PLAN – Secondary Science

**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A, B,C	Offer a series of researched-based science professional development sessions scheduled on staff development days that model and incorporate best practices, 5E Instructional Framework, content writing, Cracking the Code strategies (SIOP), and science pedagogy to meet the needs of diverse learners	P	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, consultants, ALT, middle school department. chairs, teacher trainers, curriculum materials, professional books	Student work samples and artifacts, classroom observation checklist or matrix, formal and informal teacher and principal interviews / discussions, lesson plans	Professional development surveys, student surveys, TAKS, PSAT, SAT, AP scores	2007-2009	Secondary Science Coordinator	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

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## DISTRICT IMPROVEMENT PLAN – Secondary Science

**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Provide and lead training updates, resources, and Professional Learning Community meetings that will allow teachers to develop a deeper understanding of secondary science TEKS and TAKS objectives, higher order thinking skills, best practice instructional strategies for science and to create common assessments in order to monitor student learning.	P	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, ALT, middle school department chairs, PLC teacher leaders, curriculum materials, professional books	Student work samples and artifacts, classroom observation checklist or matrix, formal and informal teacher and principal interviews / discussions, lesson plans	Student artifacts, summative conferences with teachers, principal feedback, TAKS, PSAT, SAT, AP scores	2007-2009	Secondary Science Coordinator, ALT, and middle school department chairs	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
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## DISTRICT IMPROVEMENT PLAN – Secondary Science

**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Strengthen and monitor the use of probeware as an effective technology tool in all science classes through Professional Learning Community meetings and staff development opportunities	P	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, ALT, middle school dept. chairs, PLC teacher leaders, curriculum materials, professional books, technology tools and probeware	Student work samples and artifacts, classroom observation checklist or matrix, formal and informal teacher and principal interviews / discussions, lesson plans	Student artifacts, summative conferences with teachers, principal feedback, TAKS, PSAT, SAT, AP scores	2007-2009	Secondary Science Coordinator, ALT, and middle school department chairs	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
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## DISTRICT IMPROVEMENT PLAN – Secondary Science

**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Provide training for all science teachers that focuses on addressing the specific needs and strategies for success with English Language Learners as well as provide level II Cracking the Code (SIOP ) training to create a science training team.	P	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, ESL 6-8 and 9-12 Coordinators, ALT, middle school dept. chairs, PLC teacher leaders, curriculum materials, professional books	Student work samples and artifacts, classroom observation checklist or matrix, formal and informal teacher and principal interviews / discussions, lesson plans	Student artifacts, summative conferences with teachers, principal feedback, TAKS, PSAT, SAT, AP scores	2007-2009	Secondary Science Coordinator and ESL 6-8 and 9-12 Coordinators	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
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## DISTRICT IMPROVEMENT PLAN – Secondary Science

**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Provide annual safety training update for all science teachers and initial safety training for all new to the district secondary science teachers	P	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, ALT, middle school dept. chairs, safety training materials	Student work samples and artifacts, classroom observation checklist or matrix, formal and informal teacher and principal interviews / discussions, lesson plans	Lab safety audit checklist, summative conferences with teachers, principal feedback,	2007-2009	Secondary Science Coordinator ALT, middle school department chairs	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
C & T – Career & Technology  
LEP – Limited English Proficient  
AR – At Risk  
D – Dyslexic  
504  
SpEd – Special Ed  
ALL – All Categories

**SI – School Improvement**

C – Curriculum  
PI – Parent Involvement  
SD – Staff Development  
CO - Communication  
I - Instruction  
P - Planning

**WIG = Goal**

Leads = Activity

## DISTRICT IMPROVEMENT PLAN – Secondary Science

**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student learning and success on TAKS and other standardized assessments.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Develop for each course 8-10 essentials or power standards per semester based on the science TEKS which will be used to drive the development of common assessments and benchmark assessments	P	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, ALT, middle school dept. chairs, PLC teacher leaders, science TEKS, professional books	Professional Learning Communities agenda, notes, reflections, draft documents	Final document, revisions of Scope and Sequence documents	2007-2009	Secondary Science Coordinator ALT, middle school department chairs	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
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TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

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Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student learning and success on TAKS and other standardized assessments.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Assist teachers in the development of common assessments, create a system for the development of benchmark assessments and support teachers in using the data from the assessments to address instructional concerns and to plan instructional delivery	P	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, ALT, middle school dept. chairs, teacher committees, Congress of Auditors, campus common assessments, benchmarks	Common assessments and benchmark data, teacher feedback	TAKS	2007-2009	Secondary Science Coordinator ALT, middle school department chairs, teacher committees	

**Board Goals**

Vision-Ia, b, c, d  
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Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student learning and success on TAKS and other standardized assessments.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Support and monitor the implementation of 40% hands-on laboratory and field investigations required in the TEKS for all science classes	P	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, ALT, middle school dept. chairs, principals,	Student work samples and artifacts, classroom observation checklist or matrix, formal and informal teacher and principal interviews / discussions, lesson plans	Student artifacts, summative conferences with teachers, principal feedback,	2007-2009	Secondary Science Coordinator ALT, middle school department chairs, principals	

**Board Goals**

Vision-Ia, b, c, d  
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## DISTRICT IMPROVEMENT PLAN – Secondary Science

**NEEDS ASSESSMENT:**  
 TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**  
 Provide and support intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Support all 8 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade teachers in using data analysis of the previous year’s TAKS scores for planning for the following school year with the goal of 100% of these science teachers focusing instruction on science objectives and strands that are less than a 75% achievement range.	I	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, ALT, middle school dept. chairs, principals, AEIS-IT and state TAKS reports	Student work samples and artifacts, classroom observation checklist or matrix, formal and informal teacher and principal interviews / discussions, lesson plans	TAKS	2007-2009	Secondary Science Coordinator ALT, middle school department chairs, principals	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
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## DISTRICT IMPROVEMENT PLAN – Secondary Science

**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

Provide and support intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Provide Title I campus science teachers planning sessions, <i>Pinpointing Student Achievement</i> , which target the specific instructional needs of each campus in order to develop common lessons, assessments, and to have time to collaborate professionally	I	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, Title I campus middle school dept. chairs, principals, Title I funding,	Student work samples and artifacts, classroom observation checklist or matrix, formal and informal teacher and principal interviews / discussions, lesson plans	Student artifacts, summative conferences with teachers, principal feedback,	2007-2009	Secondary Science Coordinator, principals	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
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**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

Provide and support intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Provide opportunities to horizontally and vertically align the Enhanced Science Program at middle school and the Pre-AP and AP Program at high school and to meet AP audit guidelines	P	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, ALT, middle school dept. chairs, Enhanced/G/T/Pre-AP/AP teachers, course syllabi, instructional materials, AP funding	Summer Institute agenda, notes and reflections, classroom observation checklist or matrix, formal and informal teacher and principal interviews / discussions, lesson plans, curriculum documents	Student artifacts, summative conferences with teachers, principal feedback,	2007-2009	Secondary Science Coordinator , ALT, middle school department chairs, enhanced/Pre-AP/AP teachers	

**Board Goals**

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## DISTRICT IMPROVEMENT PLAN – Secondary Science

**NEEDS ASSESSMENT:**

TAKS scores, AP exam scores, PSAT and SAT scores, staff development surveys, teacher feedback, principal feedback, meeting agendas and notes, formal and informal classroom visits, and the classroom observational matrix

**WIG (Wildly Important Goal):**

Provide and support intervention / acceleration and enrichment programs at 100% of secondary campuses

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Support teachers in developing effective instructional strategies and materials to meet the needs of their most at risk students through Professional Learning Community meetings	I	G/T LEP AR D 504 SpEd	C I SD	Secondary Science Coordinator, ALT, middle school dept. chairs, principals, PLC materials, curriculum materials	Formative assessments, student work samples and artifacts, classroom observation checklist or matrix, formal and informal teacher and principal interviews / discussions, lesson plans	Student artifacts, summative conferences with teachers, principal feedback, TAKS scores	2007-2009	Secondary Science Coordinator, ALT, PLC teacher leaders, middle school department chairs	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
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## DISTRICT IMPROVEMENT PLAN – Secondary Social Studies

**NEEDS ASSESSMENT:** Teacher exit tickets (evaluations) and surveys (provided in Eduphoria!) will be collected from staff development sessions. Student scores on standardized assessment including TAKS, PSAT and AP tests will be evaluated.

**WIG (Wildly Important Goal):** Ninety-five percent of secondary faculty and staff will attend district-sponsored professional development that will increase the knowledge and collaboration of teachers to positively impact achievement for all students in core areas.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II C	Teacher evaluation of day will place within professional development day-exit ticket and an online evaluation	P	G/T, LEP, AR, D, 504, SpEd	SD	Exit Tickets	3 Exit Tickets 3 Surveys in Eduphoria!	3 Exit Tickets 3 Surveys in Eduphoria!	beginning 2006-07 continuing 2008-09	Secondary Social Studies Coordinator	
II A,B, C	Professional development includes 5E Instructional Framework, content writing, and Cracking the Code strategies	P	G/T, LEP, AR, D, 504, SpEd	SD	5E Instructional Framework, Content Writing, Cracking the Code Materials	Classroom Observation and Feedback, Matrix	TAKS, PSAT, AP scores	beginning 2006-07, continuing 2008-09	Secondary Social Studies Coordinator, Social Studies Department Heads	
II B	Development of District Professional Learning Communities for Social Studies	P	G/T, LEP, AR, D, 504, SpEd	SD	PLC Materials 8-10 Essentials Benchmark Evaluation	PLC Materials	TAKS, PSAT, AP scores	beginning 2008-09	Secondary Social Studies Coordinator, Social Studies Department Heads, Team	

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
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### Target groups

G/T – Gifted & Talented  
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## DISTRICT IMPROVEMENT PLAN – Secondary Social Studies

**NEEDS ASSESSMENT:** Teacher exit tickets (evaluations) and surveys (provided in Eduphoria!) will be collected from staff development sessions. Student scores on standardized assessment including TAKS, PSAT and AP tests will be evaluated.

**WIG (Wildly Important Goal):** Ninety-five percent of secondary faculty and staff will attend district-sponsored professional development that will increase the knowledge and collaboration of teachers to positively impact achievement for all students in core areas.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A,B, C	Incorporate writing strategies in social studies through staff development training to improve: <ul style="list-style-type: none"> <li>• Mastery level on Writing TAKS</li> <li>• Support writing tasks on PSAT, AP, and TAKS assessments</li> </ul>	P	G/T, LEP, AR, D, 504, Sped	SD	TAKS, PSAT-Critical Reading/Writing, AP scores-evaluation multiple choice and essay grades	Classroom Observations	PSAT-Critical Reading/ Writing, AP scores with evaluation of multiple choice and essay grades	beginning 2007-08 continuing 2008-09	Leaders from U.S. History, World History, World Geography Secondary Social Studies Coordinator, Academic Leadership Team	
II A,B, C	Use critical thinking to check for understanding through research, Document Based Questions, short answer, and essays	P	G/T, LEP, AR, D, 504, Sped	SD	DBQ Resources including AP Central Website, materials from Staff Development	Classroom Observations, Student Artifacts in Advanced Placement PLCs	AP essay scores	beginning 2008-09	Secondary Social Studies Coordinator, Advanced Placement Teachers	

### Board Goals

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## DISTRICT IMPROVEMENT PLAN – Secondary Social Studies

**NEEDS ASSESSMENT: TAKS Social Studies Scores; AP exam scores, PSAT/SAT, enrollment, commended percentage**

**WIG (Wildly Important Goal): Provide and supervise intervention/acceleration and enrichment programs at one hundred percent of secondary campuses.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II C	Provides staff development in best practices for social studies	I	G/T, LEP, AR, D, 504, Sped	SD, SI	Social Studies School Service materials, Items purchased through 2007-08 TAMH grant, Law Related Education, Understanding by Design	Teacher evaluations and feedback, classroom observations and feedback	Enrollment in staff development sessions and information campus staff development	2007-08, continuing 2008-09	Secondary Social Studies Coordinator	
II A,B, C	Provide continuous training in using historical documents in the social studies classroom	I	G/T, LEP, AR, D, 504, Sped	SD, SI	Primary and secondary sources provided by TAMH grant, websites	Teacher evaluations, classroom observations	Informal campus staff development Advanced Placement PLCs	2007-08, continuing 2008-09, AP PLC beginning 2008-09	Secondary Social Studies Coordinator	

**Board Goals**

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## DISTRICT IMPROVEMENT PLAN – Secondary Social Studies

<b>NEEDS ASSESSMENT: TAKS Social Studies Scores; AP exam scores, PSAT/SAT, enrollment, commended percentage</b>										
<b>WIG (Wildly Important Goal): Provide and supervise intervention/acceleration and enrichment programs at one hundred percent of secondary campuses.</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A	Offer and support gifted and talented (EXPO) and Pre-AP/AP in social studies on all secondary campuses	I	G/T, LEP, AR, D, 504, Sped	SD, SI	Summer AP Institute	Campus Master Schedules	Enrollment in EXPO and Pre-AP/AP  Number of test takers for AP tests	2007-08 continuing 2008-09	Secondary Social Studies Coordinator, Middle School Department Chairs, Academic Leadership Team-High School Department Chairs	
II B	Provide TAKS data analysis information for social studies teachers who teach grade levels 8, 10, 11	I	G/T, LEP, AR, D, 504, Sped	I	AEIS-IT, state provided reports	Department chair feedback	Campus Department Meetings	2007-08 continuing 2008-09	Secondary Social Studies Coordinator, Middle School Department Chairs, Academic Leadership Team	

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## DISTRICT IMPROVEMENT PLAN – Secondary Social Studies

<b>NEEDS ASSESSMENT:</b> ESL and LEP TAKS scores, sheltered teachers discussion										
<b>WIG (Wildly Important Goal): Provide administrators and teachers with support and guidance to enhance the success of English Language Learners in the Social Studies area.</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A	Place a Cracking the Code trainer on each staff development training team to provide support and strategies for teachers who serve English Language Learners in their classrooms	I	LEP	SI	Cracking the Code training, 9-12 ESL/Bilingual Coordinator, 4-8 ESL/Bilingual Coordinator	Staff development planning sessions	ESL TAKS scores	2007-08, continuing 2008-09	Secondary Social Studies Coordinator, ESL/Bilingual Coordinators (4-8;9-12)	
II B	On-campus support and follow up	I	LEP	SI	Classroom observations and feedback	Classroom observation, debrief with ESL/Bilingual Coordinators	ESL TAKS scores	2007-08, continuing 2008-09	Secondary Social Studies Coordinator, ESL/Bilingual Coordinators (4-8;9-12);sheltered teachers	

**Board Goals**

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## DISTRICT IMPROVEMENT PLAN – Secondary Social Studies

<b>NEEDS ASSESSMENT:</b> ESL and LEP TAKS scores, sheltered teachers discussion										
<b>WIG (Wildly Important Goal):</b> Provide administrators and teachers with support and guidance to enhance the success of English Language Learners in the Social Studies area.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II B	Cooperate with Secondary ESL Coordinators (4-8 and 9-12) to support ESL teachers in grades 6-12 with implementation of social studies curriculum	I	LEP	SI	Materials for sheltered teachers including textbooks, Teacher Created Materials, visuals, 8 <sup>th</sup> grade material with focus on TAKS material for high school students	Classroom observation/feedback, Title I meetings, High School Sheltered Teacher Meeting-two times per year	ESL TAKS scores	2007-08, continuing 2008-09	Secondary Social Studies Coordinator, ESL/Bilingual Coordinators (4-8;9-12);sheltered teachers	

**Board Goals**

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## DISTRICT IMPROVEMENT PLAN – Secondary Social Studies

<b>NEEDS ASSESSMENT:</b> disaggregated TAKS data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in social studies, thus increasing student success on TAKS and other standardized assessments.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II A	All 8, 10, and 11 grade teachers will use data analysis to look at their previous year TAKS scores to implement planning for the following school year. One hundred percent of teachers in grades where Social Studies exam are given will focus on social studies objectives and strands that are less than 80% achievement ranges.	I	G/T, LEP, AR, D, 504, Sped	I	AEIS-IT reports and state provided reports	TAKS, Classroom observations and feedback	District formal staff development and TAKS	2007-08, continuing 2008-09	Secondary Social Studies Coordinator, Middle School Department Chairs, Academic Leadership Team-High School Department Chairs	

**Board Goals**  
 Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**  
 G/T – Gifted & Talented  
 C & T – Career & Technology  
 LEP – Limited English Proficient  
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**SI – School Improvement**  
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**WIG = Goal**  
 Leads = Activity

## DISTRICT IMPROVEMENT PLAN – Secondary Social Studies

<b>NEEDS ASSESSMENT:</b> disaggregated TAKS data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in social studies, thus increasing student success on TAKS and other standardized assessments.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II C,B	Support content area writing throughout the schools.	P	G/T, LEP, AR, D, 504, Sped	I	Content writing training, primary documents	Staff development sessions, lesson plans	Classroom observations and feedback	2007-08, continuing 2008-09	Secondary Social Studies Coordinator, Middle School Department Chairs, Academic Leadership Team-High School Department Chairs	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
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## DISTRICT IMPROVEMENT PLAN – Secondary Social Studies

<b>NEEDS ASSESSMENT:</b> disaggregated TAKS data										
<b>WIG (Wildly Important Goal):</b> Impact the level of instruction in ways that will enhance student achievement in social studies, thus increasing student success on TAKS and other standardized assessments.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II B	Provide opportunities to horizontally and vertically align the Pre-AP/AP program at the high schools and meet AP audit guidelines. A commended performance is expected of 80% of AP students on the Exit level TAKS.	P	G/T, LEP, AR, D, 504, Sped	C, SD	Summer institutes and staff development	Discussions with Secondary Social Studies Coordinator	Scope and Sequence	2007-08, continuing 2008-09	Secondary Social Studies Coordinator, Middle School Department Chairs, Academic Leadership Team-High School Department Chairs	
II B	Provide curriculum activities for grades 6-12 in recognition of state mandated Constitution Day (September) and Freedom Week (November).	P	G/T, LEP, AR, D, 504, Sped	C	Law Related Education materials, primary sources made available on website	Classroom observations and feedback	Classroom observations and feedback	2007-08, continuing 2008-09	Secondary Social Studies Coordinator	

**Board Goals**

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## DISTRICT IMPROVEMENT PLAN –ATTENDANCE

<b>NEEDS ASSESSMENT: PEIMS Report completion/student status rate data</b>										
<b>WIG (Wildly Important Goal); Increase overall attendance rate to 96.2% for the 2008-2009 school year.</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
V1 a,b,c,	<b>Current district attendance officers will continue to work at increasing the role of the attendance offices at the Middle School and Elementary School level and the Attendance Liaisons will do the same at the high school level.</b>		All	C,PI, CO, I	District Attendance Officers, Attendance Liaisons at High School level.	Evaluate rate of truancy, rate of referral at the end of the school year.	Decrease in the non attendance rate (number of students who are in violation of the Compulsory Attendance Law.) Decreased number of referrals at each level. Increased completion rate.	2008-2009	Director of Support Services, Attendance Officers and Attendance Liaisons.	

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## DISTRICT IMPROVEMENT PLAN –ATTENDANCE

**NEEDS ASSESSMENT: PEIMS Report completion/student status rate data**

**WIG (Wildly Important Goal); Increase overall attendance rate to 96.2% for the 2008-2009 school year.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
	Add an Attendance Officer at the high school level.		All	C,PI, CO, I	1 position at \$40,460.65.	Improved attendance. Work with students and families.	Decrease in the non attendance rate. Test scores could/should increase.	2008-2009	Director of Support Services.	
	Add attendance van for above position		All	C,PI, CO, I	Van at \$20,000.			2008-2009	Director of Support Services	
	Campus attendance committees (Mandated by Law)		All	C,PI, CO, I	Staff time	Evaluate each six weeks.	Decrease in the non attendance rate. Improved academic success. Improved completion rate.	2008-2009	Campus Principals	

**Board Goals**

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**WIG (Wildly Important Goal); Increase overall attendance rate to 96.2% for the 2008-2009 school year.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
	District social worker and social work interns will be utilized to help control chronic truancy. By providing families with various skills and information, referral and case management services, students' attendance will be significantly improved		All	C, PI, CO, I	Social Worker, Social Work Interns, TTRIPS Coordinator, Principals	Social workers and TRIPPS staff is called on to assist the attendance officers whenever it is determined that their services and support are needed to eliminate the reasons for the students' non attendance.	Decrease in the non attendance rate. Improved promotion rate and improved completion rate.	2008-2009	Social Worker, TTRIPS Coordinator, Principals	

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<b>WIG (Wildly Important Goal); Increase overall attendance rate to 96.2% for the 2008-2009 school year.</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
	<p><b>Attendance personnel will conduct faculty/administration information sessions at the campus level to empower staff with the laws, procedures and processes involved in promoting attendance</b></p>		All	C, PI, CO, I	Support Services Staff	<p>Improved attendance accounting, Earlier identification of students with attendance problems, and More timely action to attendance referrals.</p>	<p>Decrease in the non attendance rate. Improved attendance accounting.</p>	2008-2009	<p>District Attendance Officers, High School Attendance Liaisons</p>	
	<p><b>Continue work on an attendance manual that outlines standard procedures for entry and withdrawal of students, student transfer, students who withdraw to be home schooled, attendance, accounting, and student absenteeism. All employees of the district will be expected to follow and implement these procedures.</b></p>		All	C, PI, CO, I	Staff Time	<p>Evaluate each six-weeks period</p>	<p>Increase accuracy of PEIMS attendance audits. Ongoing refinement of procedures and expectations.</p>	2008-2009	<p>Director of Student Support Services, PEIMS Division of Technology</p>	

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<b>NEEDS ASSESSMENT: PEIMS Report completion/student status rate data</b>										
<b>WIG (Wildly Important Goal); Increase overall attendance rate to 96.2% for the 2008-2009 school year.</b>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
	<p><b>Continue to meet with Municipal Court and Justice of the Peace judges as the need arises to refine procedures between the school and court policies.</b></p> <p><b>Work with Municipal Court and Justice of the Peace Courts to create prevention and non attendance reduction programs.</b></p> <p><b>Municipal Court and Justice of the Peace judges have committed more court time to the Denton Independent School District in an effort to control chronic truancy.</b></p> <p><b>Possible penalties administered by the court include:</b></p> <p><b>Fines</b></p> <p><b>Community service of parents and/or students</b></p> <p><b>Removal of student’s driver’s license</b></p> <p><b>Attendance at parenting classes developed and administered by District Intervention Counselors</b></p> <p><b>Parents attend school with their child for a minimum of three days</b></p>		All	PI, CO, I	Legal system, staff time	Attendance Department continues to work with courts to improve procedures and clarify districts position.	Ongoing refinement of procedures and expectations.	2008-2009	Deputy Superintendent, Assistant Superintendent, Director of Student Support Services, Attendance Officers, School Attendance Liaisons.	

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# DISTRICT IMPROVEMENT PLAN

## College Admissions 2008-2009

**NEEDS ASSESSMENT:** The attached multi-year analysis serves as the needs assessment for improvement to Denton ISD ACT/SAT student performance.

**WIG (Wildly Important Goal);** The average SAT score for students in the Denton Independent School District will increase by 10 points. The average ACT Score for students in the Denton Independent School District will increase by 1. The percentage of students sitting for the SAT or ACT will increase by 5 %. 99% of all tenth and 11th grade students will sit for the PSAT/NMSQT. The availability of on-line SAT preparations will be available to 100% of DISD High School Students.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIa,b,c,d ,e,f	The 2007-08 College Admission Tests results will be carefully analyzed and disaggregated to study the results of all campuses and special analysis groups. Classroom teachers of college prep (AP and Pre-AP) courses will receive a report that details the progress of these students.	Prevention	All	C	College Board Reports	Evaluate Progress	2008-09 SAT Scores	Spring2009	Campus Administration Curriculum	
VI, a,b,c,d	Staff development and in-service opportunities for college admission test improvement and district-wide staff development efforts for AP, Pre-AP, and teachers in core subject areas	Prevention	All	SD	College Board Reports	Evaluate Progress	Session Evaluations	Spring 2009	Campus Administration Curriculum	

**Board Goals**

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# DISTRICT IMPROVEMENT PLAN

## College Admissions 2008-2009

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IIa,b,c,d,e	<p>will be coordinated by the Curriculum and Staff Development staff, including involvement of the College Board.</p> <p>Students will be encouraged to enroll in challenging courses and to pursue the Distinguished Academic Program and Recommended Program of graduation.</p>	Prevention	All	CO	Graduation Plan Requirements	Evaluate Progress	Enrollment data	Spring 2009	Campus Administration Counselors Curriculum	

**Board Goals**

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## College Admissions 2008-2009

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Ia,b,c,d,e,f	Each secondary campus will complete the SAT question of the day Campus wide.		All	C	College Board website	Evaluate Progress	Measure Participation by Classroom	Ongoing	Classroom Teachers	
Ia,b,c,d,e,f	DISD will implement a district wide on-line SAT preparation curriculum available to all students.		All	C	Communication Materials	Evaluate Progress	Evaluate enrollment	Ongoing	Campus Administration	
Ia,b,c,d,e	All 10 <sup>th</sup> and 11 <sup>th</sup> grade students will take the PSAT on the second Tuesday in October to aide in curriculum development, SAT preparation, and identification of potential National Merit Scholars.		All	C	Funding For Assessments	Evaluate Progress	Evaluate Test Takers	October 2008	Campus Administration	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
	All 9 <sup>th</sup> grade students will take a “release” PSAT on the second Tuesday in October to aide in curriculum development, SAT preparation, and identification of potential National Merit Scholars. Other assessments may be used to assist in the identification of potential scholars. Parent informational meeting will be held on each high school campus to review PSAT score reports, explain the Natl Merit Process, and introduce the SAT Readiness component.		All	C		Evaluate Progress	Evaluate Assessments	October 2008	Campus Administration	
			All	PI,CO	Parent Education Materials	Evaluate Progress	Session Evaluations	February 2009	Campus Administration	

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## DISTRICT IMPROVEMENT PLAN – FINE ARTS

**NEEDS ASSESSMENT:** Teacher input, teacher feedback, attendance at performances, contests, and shows, and informal classroom visits.

**WIG (Wildly Important Goal):** Develop consistent, strong, district-wide fine arts program and curriculum that supports all students. Provide quality staff development programs to support the fine arts teachers and curriculum.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a, e, f	benchmark assessment in grades 1-5; update assessment resources	Prevention	ALL	C, I, P	Staff Time	criteria by grade level	assessments	continuing	FA Director	
I a, b, c II a, e, f	Explore development of quality visual art assessments for grades 1-5			C, I, P	FA Budget; Staff Time	Assessment research-art	Assessment options-art	Spring, 2008 continuing	Elem. Art Specialists; FA Director	
I a, b, c II a, e, f	Explore development of curricular fine arts assessment checklists (2 per grade level) for grades 6-12	Prevention	ALL	C, I, P	FA Budget; Staff Time	Assessment criteria	Assessment checklists	Spring, 2008 continuing	Sec. FA Teachers; FA Director	
I a, b, c II a, e, f	UIL events with 90% of participating groups evaluated excellent or superior	Prevention	ALL	C, I, P	FA Budget; Staff Time	UIL Region meetings	Results from UIL events	Spring 2008	Sec. FA Teachers; FA Director	
I a, b, c II a, e, f	Middle schools participate in Region 11 Jr. Visual Art Scholastic Event (Jr. VASE)	Prevention	ALL	C, I, P	FA Budget; Staff Time	Entry Information	Results from VASE event	Spring, 2008	MS Art Teachers	
I a, b, c II a, e, f	Middle schools participate in MS UIL One Act Play festival	Prevention	ALL	C, I, P	FA Budget; Staff Time	Entry Information	Results from MS UIL OAP Festival	Spring, 2008	MS Theatre Arts Teachers	
I a, b, c II a, e, f	HS participation in Visual Art Scholastic Event (VASE)	Prevention	ALL	C, I, P	FA Budget; Staff Time	Entry Information	Results from HS VASE event	Spring, 2008	HS Art Teachers	

### Board Goals

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## DISTRICT IMPROVEMENT PLAN – FINE ARTS

**NEEDS ASSESSMENT:** Teacher input, teacher feedback, attendance at performances, contests, and shows, and informal classroom visits.

**WIG (Wildly Important Goal):** Develop consistent, strong, district-wide fine arts program and curriculum that supports all students. Provide quality staff development programs to support the fine arts teachers and curriculum.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II a, b, e	Continue Fine Arts Council structure with reps from elementary art, elementary music, secondary art, band, choir, orchestra, theatre arts, and dance (8 members)	Prevention	ALL	C, SD, CO, P	FA Specialists	FA Council agendas	FA Council agendas	2008-09	FA Director; FA Teacher reps	
I a, b, d II a, b, e	Fine Arts Program needs assessment	Prevention	ALL	C, SD, I, P	FA Budget	Needs Assessment form	Capital equipment purchases	Spring, 2008	FA Council reps; FA Teachers; FA Director	
I a, b, c, d II a, e	Fine Arts Budget Planning Meetings	Prevention	ALL	C, I, P	FA Budget	FA Budget worksheets	Completed budget worksheets	January, 2008	Sec. FA Teachers; FA Director	
I a II a, c, e III c	Develop staff development plans for each Fine Arts subject area with at least one 3-hour training block connecting fine arts subjects with other subjects	Prevention	ALL	C, SD, I	FA Budget	Staff Development plans	Staff Development training sessions	Spring, 2008 continuing	FA Teachers; FA Director	
I a, b, c	Continue elementary music	Prevention	ALL		FA Budget;	Assessment	Results from benchmark	Spring, 2008	Elem. Music Specialists;	

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ALL – All Categories

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**WIG = Goal**

Leads = Activity

## DISTRICT IMPROVEMENT PLAN – FINE ARTS

**NEEDS ASSESSMENT:** Teacher input, teacher feedback, attendance at performances, contests, and shows, and informal classroom visits.

**WIG (Wildly Important Goal):** Develop consistent, strong, district-wide fine arts program and curriculum that supports all students. Provide quality staff development programs to support the fine arts teachers and curriculum.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I a, b, c II a, e, f	HS dance students participate in All-State Dance Team	Prevention	ALL	C, I, P	FA Budget; Staff Time	Equipment Requests	Student participation at TDEA Conf.	Spring, 2008	HS Dance Teachers	
I a, b, d II a, e	Provide document cameras for art classrooms in older schools (bond is providing data projectors)	Prevention	ALL	C, I, P	FA Budget	Standard FA equipment for elementary and MS campuses	Equipment Purchase Orders	Fall, 2008	FA Director; Purchasing Dept.	
I a, b, d II a, e	Provide equipment for new elementary and middle school campuses	Prevention	ALL	C, I, P	Bond Funds	Equipment Ordering Information	Equipment Purchase Orders	August, 2008	FA Director; Purchasing Dept.	
I a, b, d II a, e VI a	Propose steel drums ensemble program addition to band curriculum	Prevention	ALL	C, I, P	Budget Approval	Equipment Ordering Information	Equipment Purchase Orders	Fall, 2008	FA Director; Purchasing Dept.; Percussion Specialists	

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

### Target groups

G/T – Gifted & Talented  
C & T – Career & Technology  
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## DISTRICT IMPROVEMENT PLAN – FINE ARTS

**NEEDS ASSESSMENT:** Teacher input, teacher feedback, attendance at performances, contests, and shows.

**WIG (Wildly Important Goal):** Utilize the resources of Denton ISD, the University of North Texas, Texas Woman’s University, and the Greater Denton Arts Council to impact student achievement in the arts.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I a, b II a, e III a, c IV a V a, c	Elementary art program invited to present a 3D visual art show titled “3D Dimensions” for the Texas Commission on the Arts at the Texas Education Agency in Austin	Prevention	ALL	C, PI, CO, I	Elem. Art Specialists	TCA/TEA planning calendar	DISD art show at TEA, Austin	February-April, 2008	Elem. Art Specialists; FA Director	
I a, b II a, e III a, c IV a V a, c	Elementary FA enrichment program “Getting Started With the Arts” with GDAC (grant), UNT, TWU, and DISD attended by 5,100+ students and teachers	Prevention	ALL	C, I	FA Director; Elem. Prin.; GDAC	Calendar schedule of FA events (1-5)	Performance of FA enrichment events (1-5)	Fall, 2007	FA Director; Elem. Prin.; GDAC	
I a, b II a, e III a, c IV a V a, c	Implement DISD 5 <sup>th</sup> Grade Honor Choir	Prevention	ALL	C, PI, CO, I	Elem. Music Planning Committee; FA Director	Planning timeline; planning meetings	Performance at UNT	March, 2008	Elem. Music Planning Committee; FA Director	
I a, b, c II a, e III a, c IV a V a, c	MS/HS bands participating in UIL contest evaluated at a Pre-UIL event sponsored by UNT Wind Studies Division and Denton ISD	Prevention	ALL	C, I	UNT Wind Studies Staff; DISD Band Directors; FA Director	Calendar schedule for Band Pre-UIL	MS/HS band performance at Pre-UIL Contest	March, 2008	UNT Wind Studies Staff; DISD Band Directors; FA Director	

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I a, b, c II a, e III a, c IV a V a, c	Host Invitational Marching events in DISD stadium	Prevention	ALL	C, PI, CO, I	Band Booster Club; HS Band Directors; FA Director; DISD stadium	Invitational performance schedule	Invitational performance schedule/ Ratings	Fall, 2007 continuing	Band Booster Club; HS Band Directors; FA Director	
I a, b II a, e III a, c IV a V a, c	DISD HS bands participate in “Sounds of the Stadium” events with the UNT Green Brigade Marching Band	Prevention	ALL	C, PI, CO, I	HS Band Directors; UNT Marching staff; FA Director	Calendar schedule for “Sounds of the Stadium” event	HS bands’ performance at UNT “Sounds of the Stadium”	Fall, 2007 continuing	HS Band Directors; UNT Marching staff; FA Director	
I a, b, c II a, e III a, c V a, c	Host UIL HS One Act Play district contest at Guyer HS	Prevention	ALL	C, PI, CO, I	GHS Theatre Directors; Staff Time	Planning Meetings	UIL One Act Play Contest schedule	Spring, 2008	GHS Theatre Directors	
I a, b, c II a, e	Host Region 2 UIL MS/HS music events at DISD campuses	Prevention	ALL	C, PI, CO, I	DISD Fine	Planning	UIL Contest	Spring,	DISD	

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III, a, c  III a IV a V a	Arts Advocacy presentation for UNT graduate fine arts class: “Politics and Arts Advocacy”	Prevention	ALL	P	Arts Facilities  Staff time	Meetings  Presentation schedule	schedule  Presentation schedule	2008  Fall, 2007	Directors  Jack Davis; Jean Schaake; FA Director	

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## DISTRICT IMPROVEMENT PLAN – FINE ARTS

**NEEDS ASSESSMENT:** Teacher input, teacher feedback, university collaboration, online application, resumes, transcripts, and references.

**WIG (Wildly Important Goal):** Collaborate with DISD Human Resources and campus administration in hiring the most qualified and experienced artists and teachers to provide quality fine arts instruction for the district’s students.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I a II a, d, e V a, b, d	Five current elementary teachers beginning Level II Kodaly certification training in summer 2008 at UNT; one teacher beginning Level I Kodaly certification training in summer 2008 at UNT	Prevention	ALL	C, SD, I	FA Budget	Enrollment in certification training	Level Certification Certificates	2008	Elem. Music Teachers	
I a, b, d II a, d, e V a, b, c VI a	Facilitate FA staffing for new elementary and new middle school campuses	Prevention	ALL	C, I, P	District personnel budget	New MS staffing guidelines	FA positions filled	2008	MS Principal; FA Director	
I a, b, d II a, d, e V a, b, c VI a	Propose adding two percussion specialist positions for RHS and GHS and their two middle school cluster schools	Prevention	ALL	C, I, P	District personnel budget	Position request and approval	FA positions filled	2008	FA Director; RHS and GHS Principals and band staff	

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I a V a, b, c	Collaborate with universities in placing art, band, choir, orchestra, theatre arts, and dance student teachers in the district	Prevention	ALL	C, CO, I	Staff Time	Student Teacher Placement schedule	Student Teacher Placement schedule	2007-08	FA Director; DISD HR; DISD Principals	
I a V a, b, c	Attend at least two district and/or FA Job Fairs each year	Prevention	ALL	C, CO, I	FA Budget; Staff Time	Calendar of Job Fairs	Attendance at Job Fairs	2007-08	FA Director; DISD HR	
I a II d V a, b, c	Participate in resume screening and interview process for FA openings	Prevention	ALL	C, CO, I	Staff Time	Online job application system	Interview selected candidates	2007-08	FA Director; Campus Principals	
I a II d	Two new fine arts hires 2007-08 have master's degree	Prevention	ALL	C, I	None	Resumes	Teaching applications	2007-08	FA Director	
I a II d	Three current fine arts staff working toward master's degree	Prevention	ALL	C, SD, I	None	Graduate class schedule	Course completions	2007-08	Fine Arts Teachers	

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## DISTRICT IMPROVEMENT PLAN-Technology

**NEEDS ASSESSMENT:** Online teacher surveys, interviews with campus and district personnel, LRTP meetings, campus inventories, STaR Chart, student/parent NetDay Speak UP, division and cabinet meetings and analysis of district and state assessments.

**WIG (Wildly Important Goal):** 100% of all administration, teachers and students will utilize technology as a integrated tool within the curriculum to create a technology rich environment that will increase student achievement, improve instructional accountability and be provided the necessary resources and support to adequately meet the needs of a fast-growing district population.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Board Goals for all Leads of WIG 1	Increase technical staff by one additional CT at each high school by utilizing floating campus technicians	Prevention	All		Technology and Campus staff	Discussions with principals and teachers, campus visits and HEAT	Analysis of surveys and HEAT	Summer 2008	TIO and Dir. Of Network Services	
I. b	Maintain staffing levels as new schools are opened and increase elementary CTT positions. (1 CTT for secondary, 1 CTT for every 4 elementaries, 2 CT's for HS, 1 CT for MS and 1 CT for every 2 elementaries.	Intervention	All		Technology staff and additional funding of elementary CTT program	Discussions with teachers, HEAT requests and Surveys	Analysis of Surveys and Star Chart, TAKS and teacher and student technology integration results	2007-Ongoing	TIO, Dir. Of IT Principals and HR	
I. d										
II. b										
II. e V. a	Teachers will incorporate technology into the teaching and learning process through utilization of lesson resources in the online curriculum and Schoolwires.	Intervention	All		Technology and Campus Staff, Eduphoria and Schoolwires	Campus visits, HEAT	Analysis of HEAT and surveys, resources posted online	Ongoing	Dir. Of IT, Elementary Tech Coordinator, Curriculum and Principals	

### Board Goals

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I. a, b, c	Provide teachers with the necessary software and technology supplies to fully integrate technology into the curriculum.	Intervention	All		Grants and Bonds	Campus Visits, Surveys, Inventories	Analysis of Inventories and student and teacher work samples	Ongoing	TIO, Dir. Of IT, Curriculum, and Principals	
II. a, b, e	Implement hardware and software standards to provide alignment with technology network protocols and curriculum standards to increase student achievement.	Intervention	All		Technology and Curriculum Staff	Campus Visits and Surveys	Star Chart and TAKS results	2007-2008	TIO, Dir of IT, Dir of Ntwrk Services and Curriculum	
III b	Plan and implement a Cyber Safety Week to enable students to be good cyber citizens.	Prevention	All		Technology and Counseling Staff, online Cyber curriculum	TEA mandate, Discussions with campus staff, parents and state and local reps	Increased awareness of cyber safety issues with teachers, parents and students and analysis of	2007-2008	Dir. Of IT and Counseling Services	

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## DISTRICT IMPROVEMENT PLAN-Technology

**NEEDS ASSESSMENT:** Online teacher surveys, interviews with campus and district personnel, LRTP meetings, campus inventories, STaR Chart, student/parent NetDay Speak UP, division and cabinet meetings and analysis of district and state assessments.

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I a II a	Develop and implement a technology integration team to align technology TEKS with DISD curriculum and develop a timeline for the development of best practices, lesson and specificity.	Intervention	All		Teachers, curriculum and technology staff	Campus visits, dialogue with campus and district staff and starchart	AUP violations  Online resources available to teachers, analysis of starchart, assessment analysis	Spring 2008	Dir. Of IT, Coord. Of Elem Tech, Coord. Of Library and Curriculum	
IV a	Provide tech support and help desk support outside of normal school hours to support regularly scheduled curricular and extra-curricular activities.	Prevention	All		Funds for additional staffing	Increased use of after hour PD and extra-curricular activities and HEAT	Analysis of HEAT and Tech Support Availability	2007-2008	TIO, Dir. Of Ntwrk Services and HR	
VI c	Create a UNION project that will create a paperless workflow and merging previously segregated databases into an	Intervention	All		Current tech staff and additional funding for	Campus and district visits, redundant storage of data	Analysis of new online system	2006 – Ongoing	TIO, Dir. Of Ntwork Services, tech staff and HR	

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II c	efficient, user-friendly, unified system.  Continue to train and work with all DISD staffing to utilize the Schoolwires environment for effective communication to all stakeholders	Intervention	All		programmers as needed by district growth  Current Tech staff and campus tech leaders	Webpage visits, discussions with district personnel and parents	Analysis of Usage reports and surveys	Ongoing	Dir. Of IT and IT staff	
III a, c, e	Plan and implement a computer at home program for students of DISD	Prevention	All		Current Tech Staff and models from other districts	Campus visits, Surveys	Analysis of Surveys and completion of Dell TechKnow program	Spring 2008	TIO. Dir. Of IT and Dir of Ntwrk Services	
II a, b, e	Implement a technology application assessment for grades 5 and 8 as suggested by TEA.	Intervention	All		Acquisition of of Learning.Com assessments and tech staff	Info from TEA, campus visits, student work	Analysis of Assessment Results	May 2008	Dir. Of IT and Coord. Of Elem Technology	

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II e III d, e	Continue to provide an array of Distance Learning opportunities to the teachers and students of DISD.	Intervention	All		Continued funding	Campus visits, discussions with campus personnel, state leaders and universities.	Analysis of Usage reports, TAKS and budget reports	Ongoing	Dir. Of IT	
III b, c, d, e IV a	All K-12 teachers and DISD parents will have equal access to an online gradebook, attendance and standardized report cards.	Prevention	All		Gradespeed, tech and campus staff	Discussions in dept. mtgs, division mtgs and with teachers and parents	Analysis of usage of parent connection and printing of elem report cards	2007-2009	TIO. Dir. Of IT, Dir. Of Data Processing, District Gradebook Committee	

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**WIG (Wildly Important Goal):** DISD will provide appropriate access to information and resources for parents and other community members to help foster an environment of open communications and involvement with 99.5% uptime.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Board Goal for all leads of WIG 2	Open computer labs to students and community after hours	Prevention and Intervention	All		Tech and campus staff and additional funding	Community need through parent, campus and PTA discussions	Analysis of Grades, TAKS, increase of parent involvement	2007-Ongoing	TIO, Dir. Of IT, Principals, Dir. Of Adult Education	
I. b IV. a	Continue to work cooperatively with Continuing Education department to support efforts to reach out to community by providing instructors and facilities for adult literacy and computer training.	Intervention	All		Continued Funding, Grants and facilities	Discussions with campuses, parents, community education dept.	Analysis of Survey Results (NetDay Speak Up)	Ongoing	TIO, Dir. Of IT, Principals, Dir. Of Adult Education	

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## DISTRICT IMPROVEMENT PLAN Discipline (2008-2009)

**NEEDS ASSESSMENT:** *Evaluation of PEIMS Data, Evaluation of Campus Discipline Assignments Assignment of Action Codes and Reason Codes, Evaluation of Parent and Staff Surveys.*

**WIG (Wildly Important Goal);** *Decrease the number of Discipline Assignments of ISS and above by 5%. Maintain data integrity to 100% accuracy and integrity.*

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIIa,b,c,d,e	Utilize a process which involves a diverse cross-section of our school community in the development of a District Discipline Management Plan and a review of existing policies which fosters consistency and specific strategies to improve student behavior.	Prevention	ALL	Instruction	Staff Time	Discipline Referrals	Student Code of Conduct	Spring 2009	Deputy Superintendent J. Wilson	
IIa,b,c,d,e	Train campus administrators in content and procedures of the DMP	Prevention	ALL	Instruction	Staff Time	Discipline Referrals	PEIMS Report	Fall 2008	Deputy Superintendent J. Wilson	
IIa,b,c,d,e	Train campus staff in content and procedures of DMP.	Prevention	ALL	Instruction	Staff Time	Discipline Referrals	PEIMS Report	Fall 2008	Deputy Superintendent J. Wilson	
IVa,b,c,d	Increase and improve quality of parental involvement in	Preventive	ALL	Parent Involvement	Staff Time	Discipline Referrals	PEIMS Report	Fall 2008	Deputy Superintendent J. Wilson	

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-IVa,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

### Target groups

G/T – Gifted & Talented  
C & T – Career & Technology  
LEP – Limited English Proficient  
AR – At Risk  
D – Dyslexic  
504  
SpEd – Special Ed  
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### SI – School Improvement

C – Curriculum  
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### WIG = Goal

Leads = Activity

## DISTRICT IMPROVEMENT PLAN Discipline (2008-2009)

**NEEDS ASSESSMENT:** *Evaluation of PEIMS Data, Evaluation of Campus Discipline Assignments Assignment of Action Codes and Reason Codes, Evaluation of Parent and Staff Surveys.*

**WIG (Wildly Important Goal);** *Decrease the number of Discipline Assignments of ISS and above by 5%. Maintain data integrity to 100% accuracy and integrity.*

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IV, a,b,c,d,e	proactive, preventative measures pertaining to student discipline.									

**Board Goals**

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Teaching & Learning-IIa,b,c,d,e,f,  
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# DISTRICT IMPROVEMENT PLAN

## CAREER & TECHNICAL EDUCATION

<b>NEEDS ASSESSMENT:</b>										
Federal: Carl Perkins Federal Accountability										
State: Performance Based Management System										
Local: Annual Board Report, Program Evaluations, ATC Taskforce, Enrollment, Student Performance										
<b>WIG (Wildly Important Goal): Career and technical students will graduate with skills and abilities aligned to enter post-secondary and/or workforce as highly-qualified with opportunities for completion of advanced credit and/or professional certifications/licensures before graduation.</b>										
Board Goals	Leads (activities)	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
T&L II c	Professional Development series that target instructor training to increase program accountabilities; OSHA, SIOP, State-wide advanced credit and program specific	Prevention	CTE	I,C,SD,P	\$10,000 for OSHA	Scheduled events	Completion of training	2008-2011	CTE Director Asst Dean of ATC	Increase in std. certifications, advance credit & DAP graduates
T&L II e, Vabcd	District wide CTE training in SIOP	Intervention	CTE	C,SD,I,P	\$3,000 for region 11 trainers	Prof. Dev. series	Completion of training	2008-2009	CTE Director Asst. Dean of ATC Region 11	Improve Sp. Pop performance
C IIIc	Add new courses to complete alignment with post-secondary programs in: Pre-Law, Pre-Veterinary Medicine, BioRelated Technology,	Prevention	CTE	C, I, P	\$150,000	Board approval	Courses offered	2008-2010	CTE Director Asst. Dean of ATC	Aligned Ed. Models

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 Human Resources-Va,b,c,d,e,  
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<b>Board Goals</b>	<b>Leads (activities)</b>	<b>Prevention/ Intervention</b>	<b>Target Groups</b>	<b>Targeted SI Component</b>	<b>Resources/ Materials</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Results</b>
C IIIId	Career Counseling K-12, added middle school career connection course for high school credit with district career counseling information and district choices	Prevention	ALL	C,I,P, CO	\$5,000 training and materials	Course offered	Enrollment and % of high school credit	2008-2009	CTE Director Asst. Dean of ATC	% of students with high school credit and high school plan
P1,abc	Community outreach via Hispanic for Success activities, College Fairs, Employment Fairs, Community events on campus, business/industry partnerships, Career Summer camps	Prevention	ALL	C,PI, CO,P	\$2,000	Events scheduled	Evidence of completion of events (number completed)	2008-2010	CTE Director Asst. Dean of ATC	Increase public involvement
GVIabd	Develop funding support for low socio-economic students for advanced programs aligned with post-secondary and professional certifications	Prevention	AR	C, CO, I, P	\$50,000	Scholarships for free and reduced lunch students	% of AR students completers with skills	2008-2011	CTE Director Asst. Dean of ATC Community	At-risk students highly skilled for their future

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## DISTRICT IMPROVEMENT PLAN – BILINGUAL/ESL PROGRAMS

<b>NEEDS ASSESSMENT:</b> PBMAS Indicators on Spring 2007 TAKS Results, TELPAS, SELI & ELI, Staff Development Surveys, Focus Data Analysis District Committee										
<b>WIG (Wildly Important Goal):</b> Enhance the knowledge of bilingual/ESL teachers through staff development to positively impact ELL achievement in the acquisition of academic English language in order to increase their success on TAKS and SELI/ELI.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II.c,e	Provide staff development to implement SIOP (FUSE) Strategies and Differentiated Instruction for PreK-12 Bilingual/ESL teachers. Continue Professional Learning Communities for all SIOP trained teachers and campus facilitators.	Prevention	LEP	SD P	SIOP books and resources, Title III Funds	Lesson Plans, Attendance Sign-In Sheets	TAKS, Classroom Observation	September -May	ESL Coordinators, Campus Administrators	
II.c,e	Update instructional campus leaders with current research-based best practices.	Prevention	LEP	SD	Title III Funds	Staff & Administrator Participation	Participant Survey	September & May	Director of Bilingual/ESL Programs, Program Supervisor	
II.c,e	Offer SABE to bilingual teachers with 0-1 year experience on Saturdays which models and	Prevention	LEP	SD	Title III Funds Instructional Materials	Teacher Participation	Classroom Observation, Teacher	September -May	Bilingual Coordinator	

**Board Goals**

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**WIG (Wildly Important Goal):** Enhance the knowledge of bilingual/ESL teachers through staff development to positively impact ELL achievement in the acquisition of academic English language in order to increase their success on TAKS and SELI/ELI.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II.c,e	incorporates best practices to meet the needs of students. Train, observe, model and coach bilingual teachers using Literacy Squared®.	Prevention	LEP	SD, I	Biliteracy Instructional Materials	Observations, Checklists, Feedback	Survey SELI & ELI, SRI	1 day in August, September -April	Bilingual Coordinator, IST	
II.c,e	Provide staff development to bilingual paraprofessionals in the following areas: <ul style="list-style-type: none"> <li>• Updates on OLPT-Woodcock-Munoz</li> <li>• Differentiated Instruction</li> </ul>	Prevention	LEP	SD	OLPT resources, instructional material, Title III	Participation	OLPT database, schedules	September -May	Bilingual/ESL Program Supervisor, Testing Specialist, and IST	
II.c,d,e IV.a	“Grow Our Own ESL Certified Teachers” by providing 60 general education preK-12 teachers with ESL certification classes to better serve ELLs and offer them continual intensive staff development and classroom support.	Prevention	LEP	SD, I	Professional books, Title III to fund ExCET and certification fees, instructional resources	Sign-in Sheets	ESL Certification, teacher survey	March-May	Director of Bilingual/ESL and Program Supervision	

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## DISTRICT IMPROVEMENT PLAN – BILINGUAL/ESL PROGRAMS

**NEEDS ASSESSMENT:** PEIMS data/LEP reports, LEP TAKS/PBMAS performance

**WIG (Wildly Important Goal):** Provide campus-wide support and guidance to assure that all ELLs are being served by a bilingual or ESL teacher in order to improve student achievement and meet state program compliance.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I.b VI.a	Increase the number of bilingual sections district-wide as student growth continues to rise, addressing the cognitive, linguistic and affective needs.	Prevention	LEP	I	Local funds, Bilingual Block Grant, Certified Bilingual Elementary Teachers	LPAC/LEP Report, projected bilingual/ESL student enrollment	PEIMS data	Ongoing	Director of Bilingual/ESL	
I.b II.a VI.a	Expand the sheltered classes in the four content areas in the middle and high schools to make content comprehensible for ELLs and provide an adapted curriculum with rigor.	Prevention	LEP	I, C	ESL/Sheltered teachers, instructional materials, local funds, Bilingual Block grant	Classroom observations, lesson plans	GradeSpeed, Pentamation TAKS, credits earned	Ongoing	Director of Bilingual/ESL and ESL Coordinators	
I.b II.a VI.a	Planning for the addition of ESL reading classes in the middle school.	Prevention	LEP	I, C	ESL Reading teachers, instructional material and adapted	Classroom observations, lesson plans	GradeSpeed, Pentamation TAKS, credits earned	Ongoing	Director of Bilingual/ESL and ESL Coordinators	

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**WIG (Wildly Important Goal):** Provide campus-wide support and guidance to assure that all ELLs are being served by a bilingual or ESL teacher in order to improve student achievement and meet state program compliance.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II.c,e	Support implementation of Woodrow Wilson’s Dual Language Program by working collaboratively on the Dual Language Committee, and providing training and support for next year’s second grade teachers. Guidance and assistance will be given to any other campuses that express interest in implementing a Dual Language Program.	Prevention	LEP	C, SD, I, P	resources, local funds Biliteracy instructional materials, Title III funds	Teacher observation, parent survey, lesson plans, staff participation	SELI/ELI	Ongoing	Director of Bilingual/ESL and campus administrators	
I.b II.c,f	Provide continuous campus support for the appropriate program placement of LEP students through the following staff developments: <ul style="list-style-type: none"> <li>LPAC Documentation on Intervention ELL Plans, LEP Report, Woodcock</li> </ul>	Prevention	LEP	SD, C, P, I	LPAC Chairperson, OLPT, LPAC manual and forms	Participation of trainings, blue folder LEP Documentation	PEIMS data, LEP Report and LPAC minutes	Ongoing	Director of Bilingual/ESL and Program Supervisor	

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I.a II.a VI.a	Munoz ELL Identification Assessments, TELPAS Rater, PBMAS, LAT.  Request the addition of a Bilingual Dyslexia Intervention Specialist to support the two existing specialists at the nine bilingual campuses. The specialist will add additional literacy support for Spanish instruction in grades 3-5.	Prevention	LEP	I	Local funds, Bilingual Block Grant, Certified Bilingual Elementary Teachers	Teacher survey, reading text levels, projected bilingual dyslexia students	TAKS/ Dyslexia bundle	2008-2009	Director of Bilingual/ESL	

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## DISTRICT IMPROVEMENT PLAN – BILINGUAL/ESL PROGRAMS

**NEEDS ASSESSMENT:** According to the PBMAS indicators that review the Bilingual/ESL programs, we did not meet ESL English TAKS standards in social studies (Denton 45.9%, PBMAS standard is 65%) and Bilingual Spanish TAKS standards in science (Denton 19.1%, PBMAS standard is 45%) as a district. For this reason we will evaluate the district program to ensure its effectiveness to continuously improve student performance.

**WIG (Wildly Important Goal):** Strengthen the appropriate Bilingual/ESL instruction through the integration of foundation knowledge and skills to meet and surpass the state standards evaluated in the PBMAS (Performance-Based Monitoring Analysis System) Report.

I.b,c II.f III.c	Created a Continuous Improvement Plan that identified areas of needed improvement based on desegregation of TAKS and PBMAS data.	Prevention	LEP	P, C	PBMAS reports, substitute pay for committee participants, and bilingual department personnel	Improvement plan, participation	PBMAS	Beginning, middle, and end of year	PBMAS Committee and Director of Bilingual/ESL
IV.a,e	Provide parent sessions in both English and Spanish to raise awareness of the BE/ESL programs and develop an understanding of the TEKS and TAKS, as well as, graduation requirements, career planning, and scholarship procedures.	Prevention	LEP	PI, CO	Bilingual/ESL program video, brochure, and handouts, Title III funds	Parent Participation	Parent Surveys	August, November, and April sessions	Bilingual/ESL Coordinators, Program Supervisor
III.c,d,e	Guys and Gals book clubs to empower students to become school and future leaders.	Prevention	LEP	I	“7 Habits of Highly Effective Teens” book and workbook	Student Participation	Student Surveys	September-May	ESL Coordinators
I.a,b,c II.a,c,e,f	Provide campus level support to address interventions in the area of TAKS performance in the	Intervention	LEP	I, P	Bilingual/ESL Coordinators	Classroom visits and observations	TAKS Results	October-May	Bilingual/ESL Coordinators and IST’s

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I.a,b II.a	content areas through modeling, teaching, collaborating, planning and coaching.  Tutoring program in the area of reading to prepare ELLs for success in the Reading and ELA Exit Level TAKS.	Intervention	LEP	I, P	ESL Coordinator and reading instructional resources	Benchmarks	ELA, Exit Level TAKS	October-May	ESL Coordinator
II.a,b	District-wide vertical and horizontal alignment of the ESL curriculum in grades preK-12. Increase rigor and ensure implementation of grade level TEKS.	Prevention	LEP	C, I, P, SD	Scope and Sequence, supplementary adapted texts	Classroom visits, observation, and lesson plans	PBMAS ESL TAKS performance	June-August	ESL Coordinator
I.b II.a	Provide Saturday School for bilingual 3rd-5th graders focusing on content area TEKS and TAKS objectives.	Intervention	LEP	I	Lesson plans, curriculum, and Title III funding	Benchmarks in Reading and Math	TAKS performance	October-April	Bilingual Coordinator
II.a,b,c,e	Continue to revise secondary Social Studies curriculum to address the cognitive, linguistic and affective needs of ELLs as follows: •Integration of 8th grade U.S.	Prevention	LEP	C, SD, I, P	Research-based instructional materials, curriculum	Teacher Observation, Sign-In Sheets, Benchmarks driving	PBMAS/ TAKS Performance	October-August	Director of Bilingual/ESL, Social Studies and ESL Coordinators

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II.a,b,c, e	<p>History into 9th-11th grade sheltered social studies curriculum.</p> <ul style="list-style-type: none"> <li>• Evaluate and revise the 6th &amp; 7th grade curriculum to support the 8th grade curriculum.</li> <li>• Secondary sheltered instruction teachers trained in SIOP methodologies will teach revised social studies curriculum with rigor, ensuring linguistic accommodations for ELLs.</li> <li>• Sheltered social studies teachers will form professional learning communities addressing the specific needs of ELLs in social studies.</li> </ul> <p>Design elementary Spanish science curriculum to address the cognitive, linguistic and affective needs of ELLs as follows:</p> <ul style="list-style-type: none"> <li>• Plan a science bilingual academy for 4<sup>th</sup> graders to prepare them for the 5<sup>th</sup> grade</li> </ul>	Prevention	LEP	C, SD, I, P	guides  Research-based Spanish instructional materials, Scope and Sequence	instruction and determining interventions  Teacher Observation, Sign-In Sheets, Benchmarks driving instruction and determining	TAKS Performance, Spanish Scope and Sequence on Eduphoria!	October-August	Director of Bilingual/ESL, Social Studies and ESL Coordinators
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**Board Goals**

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# DISTRICT IMPROVEMENT PLAN

## Special Education

**NEEDS ASSESSMENT:** Comprehensive evaluation of special education program, number of parents participating in parent involvement activities offered by the department, parent surveys, and number of parents participating in admission, review, and dismissal (ARD) meetings.  
 Research says that students whose parents are engaged in their educational experience typically demonstrate academic success and increased social awareness.

**WIG (Wildly Important Goal):** To increase involvement of parents in activities related to students with disabilities to 95% during the next two (2) academic years yielding gains in academics and increasing social awareness for students.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IV c	Establish a group to provide advisory input for the special education department that comprises 75% membership from parents	P	SpEd	PI	Special education administrative team Parents Community members Campus staff	Parent attendance and participation in department sponsored activities	Stakeholder input and follow-through on parent activities related to students with disabilities	Fall 2007-ongoing	Director of special education Special education supervisor	
IV d	Develop resource directory for use by parents as a tool for identifying supports for students from other agencies		SpEd	PI	Special education department staff Representatives from outside agencies	Parent communications to the department	Resource directory	Spring 2008	Special education administrative team	

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
 C & T – Career & Technology  
 LEP – Limited English Proficient  
 AR – At Risk  
 D – Dyslexic  
 504  
 SpEd – Special Ed  
 ALL – All Categories

**SI – School Improvement**

C – Curriculum  
 PI – Parent Involvement  
 SD – Staff Development  
 CO – Communication  
 I – Instruction  
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**WIG = Goal**

Leads = Activity

# DISTRICT IMPROVEMENT PLAN

## Special Education

**NEEDS ASSESSMENT:** Comprehensive evaluation of special education program, number of parents participating in parent involvement activities offered by the department, parent surveys, and number of parents participating in admission, review, and dismissal (ARD) meetings.  
 Research says that students whose parents are engaged in their educational experience typically demonstrate academic success and increased social awareness.

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
III c, IV a	Host informational meetings for parents that address strategies for student success in the school	P	SpEd	PI, CO	Special education administrative staff, Independent Consultants	Input from parents regarding students' struggles in school	Students with disabilities making academic gains	Spring 2008-ongoing	Special education director Special education supervisors	

**Board Goals**

Vision-Ia, b, c, d  
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 Climate-IIIa,b,c,d,e  
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# DISTRICT IMPROVEMENT PLAN

## Special Education

**NEEDS ASSESSMENT:** Students with Individualized Education Programs (IEP) reading below enrolled grade level, recommendations from literacy task force According to the work of Al Otaiba and Lake, (2007), struggling readers demonstrate gains in reading fluency after exposure to individualized reading instruction and/or tutoring

**WIG (Wildly Important Goal):** to increase the reading ability of students with disabilities in grades K-5 from limited below grade level literacy skills to reading on grade level by the end of 2009-2010 academic year.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II b, II f	Provide training for special educators that addresses reading instruction	P	SpEd	SD, I, P	Common supplemental reading program that addresses the components of reading, paired with an evaluation component designed to determine student gains	Students with IEPs that emphasize literacy, Student performance on state assessment	Students reading and comprehending information read, Student scores on state assessment reflecting gains, Students attaining mastery on literacy IEP goals	Fall 2007-2010	Special education director, Special education supervisors Campus administrators	

**Board Goals**

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
II b, II e, II f	Implementation of instruction for students based on training, while addressing each student's learning modality	P	SpEd	C, CS, I	TEKS, Identified supplemental instructional materials, Professional development	Results of input from the literacy task-force, Research on reading strategies	Teachers on all campuses implementing instruction using strategies learned during training related to the teaching of reading, Utilization of instructional materials and other resources	Fall 2007-2010	Special education supervisors, Campus administrators	

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I d	Allocation of district resources in a way to promote enhanced literacy instruction for students with disabilities on elementary campuses	I	SpEd	I, P	Federal funds for the purchase of supplemental, district-wide reading curriculum for specialized classroom instruction at the elementary level	Input from literacy task-force Requests from elementary special education teachers	Teachers on all campuses implementing instruction using strategies learned during training related to the teaching of reading, Utilization of instructional materials and other resources	Fall 2007-2010	Special education director	

**Board Goals**

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# DISTRICT IMPROVEMENT PLAN

## Special Education

**NEEDS ASSESSMENT:** Transition of students with disabilities from public school to post secondary settings, results of the Texas Effectiveness Study, outcomes of district's program evaluation for Transition services, district's status for transition on the State Performance Plan (SPP)  
 Research suggests that literate students who graduate from public school have a greater chance for success after high school as reported through the National Center on Secondary Education and Transition (2002) also noting that American society can no longer afford to have students drop out of school due to the serious implications for social stability and economic development.

**WIG (Wildly Important Goal):** By 2009-2010, 100% of students aged 16 and above will have an Individualized Education Program (IEP) that includes coordinated, measurable and annual IEP goals and transition services that will reasonably yield success for students in regard to their post-secondary goals after graduation from high school.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
III c, IV c	Implement transition activities for identified students in accordance with the State Performance Plan (SPP)	P	SpEd	PI, CO, I, P	Academic Achievement Record (AAR) Vocational Assessment/ Inventories Students' IEPs	Student responses to vocational inventories, Content of IEP, Course completion as evidenced via the AAR, Results of transition program evaluation	Students meeting transition goals,	Fall 2007- Spring 2010	Special education director Transition specialist	

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
III d, IV d	Develop activities that address students' postsecondary goals	P	SpEd	CO, I, P	Self-determination curriculum, Vocational interest inventories,	Students' levels of awareness of disability and needs regarding accommodations,	Students advocating for themselves in regard to accommodation and involvement in Admission, Review, and Dismissal (ARD) meetings Goals attained	Spring 2008-ongoing	Special education director Transition specialist ARD committee	

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I a, II e, IV a, d	Department will sponsor a transition fair for students enrolled in grades 5-12	P	SpEd	PI, P	Outside agencies Building access	Parents' requests for information about agencies that support students with disabilities	Students and their families connected with agencies that address needs for persons with disabilities	Spring 2008-2010	Transition specialist	
I a, II e, III d	Facilitating students exiting from high school prepared for postsecondary outcomes	P	SpEd	I, P, CO	ARD committee /student collaboration on Summary of Performance	State Performance Plan Summary of Performance	Students demonstrating awareness of disability	Spring 2008-2010	Transition Specialist ARD committee members	

**Board Goals**

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## DISTRICT IMPROVEMENT PLAN – GIFTED and TALENTED

<b>NEEDS ASSESSMENT:</b> Interviews with G/T teachers; The Texas State Plan for the Education of the Gifted and Talented; TAKS scores of gifted students; PSAT/ SAT scores of gifted students; AP scores of gifted students										
<b>WIG (Wildly Important Goal):</b> Gifted and Talented services will be more rigorous and will lead to more sophisticated products and higher test scores.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I.a.,b. II.a,b,f,e III.a-f	Identified gifted students will have the opportunity to work together as a group for a minimum of 2.5 hours per week, work with other students in the regular classroom, and work on independent projects as required during the regular school day, and will be served by qualified gifted specialists.	Prevention	G/T	C, I, P	G/T Specialists Counselors	Flexible programming options will be utilized to allow for the needs of the students.	Class schedules will be evaluated.	2008-2009	G/T Coordinator Principals	
I.a.,b. II.a-f III.a-f IV.a. V.a,b,c VI.a,b	Gifted students will receive appropriately challenging learning experiences, differentiated for gifted and talented students in grades K-12 that emphasize content from the four core areas. (19 TAC §89.3) An array of learning opportunities that will lead to the development of advanced-level	Prevention	G/T	C, SD, I, P	G/T Specialists Pre-AP/AP Teachers	Ongoing formative evaluations will be conducted routinely in the classroom and as a department to ensure a high	The number of commended TAKS scores and scores of PSAT, SAT, and AP tests will be evaluated	Ongoing	G/T Coordinator AP Coordinator	

### Board Goals

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Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
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# DISTRICT IMPROVEMENT PLAN – GIFTED and TALENTED

**NEEDS ASSESSMENT:** Interviews with G/T teachers; The Texas State Plan for the Education of the Gifted and Talented; TAKS scores of gifted students; PSAT/ SAT scores of gifted students; AP scores of gifted students

**WIG (Wildly Important Goal):** Gifted and Talented services will be more rigorous and will lead to more sophisticated products and higher test scores.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I.c II.a-f III.a-e IV.c V.a,b,c VI.a,b	<p>products and/or performances, as required by the Texas State Plan for the Education of Gifted/Talented Students will be provided.</p> <p>The gifted and talented K-12 scope and sequence will be revised to create a more rigorous curriculum for the EXPO program.</p>	Prevention	G/T	C, I, SD	G/T Specialists Pre-AP/AP teachers	<p>level of rigor is evident in every GT or Pre-AP/AP classroom</p> <p>Ongoing formative evaluations will be conducted routinely in the classroom and as a dept. to ensure a high level of rigor is evident in every GT or Pre-AP/AP classroom</p>	<p>for gifted students.</p> <p>The number of commended TAKS scores and scores of PSAT, SAT, and AP tests will be evaluated for gifted students.</p>	Ongoing	G/T Coordinator AP Coordinator	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
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## DISTRICT IMPROVEMENT PLAN – GIFTED and TALENTED

**NEEDS ASSESSMENT:** TAKS scores for gifted students; Texas State Plan for the Education of Gifted and Talented Students

**WIG (Wildly Important Goal):** 100% of EXPO specialists will receive gifted staff development to better meet the unique needs of the gifted and talented students. Opportunities for regular classroom teachers to receive staff development in order to better meet the needs of the gifted students in their classrooms will be available.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I.a-d II.a-c,e,f III.c,d,e VI.b.	100% of EXPO specialists will receive on-going staff development regarding best practices in meeting the diverse educational needs of identified gifted students	Prevention	G/T	C, SD,I, P	G/T Specialists	EXPO students will receive appropriately differentiated instruction to meet their educational and affective needs.	Student and parent surveys will show how their needs were met.	2008-2009	G/T Coordinator	
I.a-d II.a-c,e,f III.c,d,e VI.b.	Gifted staff development will be offered throughout the year for classroom teachers to learn more about gifted children.	Prevention	G/T LEP, AR, D, 504, SpEd	C, SD I, P	G/T Specialist	Classroom teachers will provide more appropriately differentiated curriculum for gifted learners in their class.  Classroom teachers will make better	Eduphoria surveys will be completed by each workshop participant.  There will be fewer students referred who	2008-2009	G/T Coordinator	

### Board Goals

Vision-Ia, b, c, d  
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# DISTRICT IMPROVEMENT PLAN – GIFTED and TALENTED

**NEEDS ASSESSMENT:** *TAKS scores for gifted students; Texas State Plan for the Education of Gifted and Talented Students*

**WIG (Wildly Important Goal):** *100% of EXPO specialists will receive gifted staff development to better meet the unique needs of the gifted and talented students. Opportunities for regular classroom teachers to receive staff development in order to better meet the needs of the gifted students in their classrooms will be available.*

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
						referrals for gifted testing.	do not qualify for the program as the teachers learn more about gifted children in order to make better recommendations.			

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## DISTRICT IMPROVEMENT PLAN – GIFTED and TALENTED

<b>NEEDS ASSESSMENT:</b> Texas State Plan for the Education of Gifted and Talented Students; survey										
<b>WIG (Wildly Important Goal):</b> Parents and community members will have the opportunity to learn more about all aspects of the gifted program. Parents and community members will be involved in the planning and revision of the gifted and talented program through the Gifted and Talented Advisory Committee.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I.b III.a IV.a,d,e	Parent meetings will be provided to explain the purpose of the program, procedures for entrance into the program, and how the program serves the students. 25% of parents will attend these meetings.	Prevention	G/T	PI, CO, P	G/T Specialists	Feedback from parents will reinforce the effectiveness of the meeting.	Parent sign-in sheets will document the number of parents who wanted the information.	Fall, 2008	G/T Coordinator	
I.a,b II.a-f IV.a,c VI.a,d	The GT Advisory Committee will meet as needed and will include classroom teachers, administrators, EXPO specialists, parents, and community members.	Prevention	G/T	PI, CO, P	G/T Specialists	All aspects of the program will be examined and appropriate revisions/changes will be made where necessary.	A gifted program that better serves the educational needs of the gifted population will be established.	Ongoing	G/T Coordinator	

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## DISTRICT IMPROVEMENT PLAN – GIFTED and TALENTED

**NEEDS ASSESSMENT:** The state funds only five percent of the district’s population for gifted services. Currently, we are serving approximately 10% of the population. Also, our identified gifted population does not mirror the make up of our district population.

**WIG (Wildly Important Goal):** By 2009-2010, our number of identified gifted students will more closely match the state average of percentages of students identified as gifted and talented. Also, assessment instruments and procedures will be updated to ensure proper representation by all sub groups.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I.a,b VI.a.	All populations in grades K-12 will continue to have the opportunity for gifted screening at least once per school year.	Prevention	G/T, LEP, AR, D, 504, SpED	SD, P	G/T Specialists Teachers Counselors	Referral procedures will be evaluated throughout the year.	The referral logs will be evaluated at the end of the year to ensure all populations have been assessed.	Ongoing	G/T Coordinator	
I.a.,b. II.a-f III.a-f IV.a. V.a,b,c VI.a,b	Identified gifted students will have the opportunity to work together as a group for a minimum of 2.5 hours per week, work with other students in the regular classroom, and work on independent projects as required during the regular school day, and will be served by qualified gifted specialists.	Prevention	G/T	SD, CO, I, P	G/T Specialists Teachers Pre-AP – AP teachers	Flexible programming options will be utilized to allow for the needs of the students.	Class schedules will be evaluated	Ongoing	G/T Coordinator Principals	

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**WIG = Goal**

Leads = Activity

# DISTRICT IMPROVEMENT PLAN – GIFTED and TALENTED

**NEEDS ASSESSMENT:** Interviews with G/T specialists and principals

**WIG (Wildly Important Goal):** 100% of prospective gifted specialists will be screened by the K-12 Gifted Coordinator prior to being hired by the principal to ensure the proper credentials and substantive experience in gifted education.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
I.a. II.b-e V.a-d VI.a	Applicants for positions that will be service areas for gifted and talented students will first be screened by the Gifted Coordinator prior to principal hiring. These positions will be filled by applicants with the state required training to serve gifted students and have substantive experience in gifted education.	Prevention	G/T	I, P	Personnel department	Ongoing assessment of the strengths and weaknesses of the gifted specialists will be addressed.	Gifted specialists will be assigned to gifted classes because of their substantive experience and passion for gifted education.	2008-2009	G/T Coordinator Principals	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
C & T – Career & Technology  
LEP – Limited English Proficient  
AR – At Risk  
D – Dyslexic  
504  
SpEd – Special Ed  
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## District Improvement Plan - Federal Programs

NEEDS ASSESSMENT: Spring 2007 TAKS results, data analysis, Early Literacy Inventory, SELI, Math Inventory, Staff Development Surveys, Meeting Agendas and Minutes, Compliance of No Child Left Behind Act 2001 (Title Programs), Parental Involvement										
WIG (Wildly Important Goal): Supplement instruction and staff development for identified Title campuses so that students are successful in core areas and there is an increase in student success on TAKS and other standardized assessments.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIc  IIId	Implement Focus Universal Strategies for Everyone (FUSE) Training for 2nd-5th grade teachers	Prevention	All	SD	<u>Making Content Comprehensible for English Learners (The SIOP Model)</u> Admin. Guide Title Funds \$6,805	Schedule  3 days of training - attendance log	Benchmarks  TAKS  Observations	9/6/07 to 12/13/07	Elementary IST  Bilingual IST  Campus Administrators	
IIc  IIId	Implement Pinpointing for Middle School teachers	Prevention	All	SD	Title Funds \$1,200	4 days of training - attendance log  schedule	Benchmarks  TAKS  Observations	10/22/07 to 3/7/08	Director of Secondary Curriculum  Secondary ISTs	
Id	Instruct administrators on appropriate use of Title funds and monitor expenditures	Prevention	All	I P	Title Funds	Monthly Title meetings Individual conf.	Budget	8/07 to 5/08	Director of Federal Programs Campus Admin. Secretaries	

### Board Goals

Vision - Ia, Ib, Ic, Id  
 Teaching & Learning - IIa, IIb, IIc, IIId, IIe, IIIf  
 Climate - IIIa, IIIb, IIIc, IIIId, IIIe  
 Parent & Community Involvement - IVa, IVb, IVc, IVd, IVe  
 Human Resources - Va, Vb, Vc, Vd, Ve  
 Growth & Change - VIa, VIb, VIc, VID

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIa IIb IIe IVa VIId	Plan with campus administrators to develop comprehensive needs assessment, campus improvement plans, campus budgets and parent involvement plan to promote school improvement programs.	Prevention  Intervention	All	P C SD I	Title I Funds  TAKS data  Admin. Guide to NCLB PI	CNA CIP Campus Budget Purchase Orders	Benchmarks TAKS Expenditures Compliance	6/07 through 6/08	Director of Federal Programs  Campus Administrators	
IIb IIIc	Support extended day and extended year learning opportunities to accelerate student learning.	Intervention	AR	C I	Title I Funds  Campus and District Staff	Rosters of students attending	Benchmarks TAKS Grades	8/07 - 6/08	Campus Administrators  Teachers	
IIa IVa	Coordinate and plan with private school administrators and charter school about educational services and student needs.	Prevention	All	C I P	Title Funds  ESC, Region XI	Letters, phone logs, advertisement, agendas, budgets  Documentation of planning activities and joint funding	Budget reports  Private/charter school grades and test results	8/07 - 5/08	Director of Federal Programs  Private/Charter Administrators  ESC Consultants	

### Board Goals

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 Climate - IIIa, IIIb, IIIc, IIIId, IIIIe  
 Parent & Community Involvement - IVa, IVb, IVc, IVd, IVe  
 Human Resources - Va, Vb, Vc, Vd, Ve  
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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIa IVd IVe	Collaborate with staff serving neglected and delinquent students to implement educational programs.	Prevention  Intervention	AR	C  I	Title I Funds Part A & D	Documentation of meetings  Phone contacts  Purchase of materials	Course grades  Assessments	8/07 - 5/08	Director of Federal Programs  Coordinators  Campus Administrators	
IIa IIb IIe	Expect purchasing to include materials or services that are research based and are supplemental to the curriculum	Prevention  Intervention	AR	C  I	Title I Funds	Comprehensive Needs Assessment  Campus Improvement Plan	Documenta- tion of purchase orders	7/07 - 6/08	Director of Federal Programs  Campus Administrators	
IVa	Provide newsletter to inform parents and community of the Title programs	Prevention	All	PI	Region XVI quarterly newsletter	Documentation of dates  "The Parental Involvement Connection"	Increased parent understanding	Quarterly	Campus Administrators  Technology	

### Board Goals

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 Climate - IIIa, IIIb, IIIc, IIId, IIIe  
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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IVe	Provide School-Parent Compacts and Parent Involvement Policy (Plan)	Prevention	All	PI	Parent Compact  Parent Involvement Policy	Documentation of dates signed by parents	School-Parent compact for each eligible student	9/07	Campus Administrators  Classroom Teachers	
IVb IVc	Encourage parent participation in district-wide planning meetings to provide input for federally funded school improvement programs	Prevention	All	PI	Agendas  Sign-in sheets  Minutes	Documentation of agendas, sign-in sheets with parent signatures, reports	Increased parental input  Review of plan	Monthly	District Improvement Committee	
IVa IVe	Support activities and parent meetings to promote the core content areas and parenting skills	Prevention	All	PI	Agendas Sign-in sheets Minutes Flyers Brochures	Documentation of activities Sign-in sheets with parent signatures	Increased parental involvement	2007-2008	Campus Administrators and Teachers  Directors	

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# DISTRICT IMPROVEMENT PLAN

## Social Services

**NEEDS ASSESSMENT:** Numbers of referrals to District Social Worker; State and District data on Homeless; Enrollment and dropout statistics; counselor surveys; parent and community surveys

**WIG (Wildly Important Goal):** Recognizing that District social service referrals are ever increasing with district growth, social worker will strive to continue to meet at least 90% of referred student needs.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
V1 V1, b VI, abcd	<p>(Given the fact that our district Social Worker of many years has retired, it will be necessary for the new Social Worker to put into writing the procedures and guidelines required to run an effective district program. The previous Social Worker made an “impossible” task actually “possible” at the rate of 90% service rendered at a minimum. We are hoping that whomever takes this position will work toward that same goal)</p> <p>Analyze referral data in order to evaluate the referral process and identify all possible community resources. Group referrals by type and frequency in order to create a</p>	Prevention & Intervention	AR	PI CO P  PI	District Needs Assessments; Campus reports; Social Services files	Gathered Data	Report of analysis	Spring 08  Fall 08 And annual updates	District Social Worker & Secretary  District Social Worker & Secretary	

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	referral directory to assist campus counselors with direct campus to community referrals. Include a FAQ section to help guide new counselors and update existing staff.	Prevention & Intervention	AR	Co P	Existing files; Student Assistance Guide; Counselor survey; Community Survey	Draft of directory or brochures	Final product ready to distribute	Spring 08		
	Identify a “line of communication” for ensuring that homeless students receive appropriate services in a timely manner (campus, attendance, food and transportation services, etc.)	Prevention	AR	PI Co P	Parent input; Principal & registrar input; Attendance office input; Transportation data	Review of input and consultation with department	Consultation with department and final document	Ongoing	District Social Worker	
	As Homeless Liaison, maintain the Homeless Program within the guidelines of the State Homeless office and the McKinney Vento Law.	Prevention & Intervention	AR	PI Co P	State & Federal Manuals; district data	Documented referrals	Documented interventions		District Social Worker	
		Prevention	AR					Summer 08		

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	Develop a “big picture” view of case management that supports delegation to campuses and community resources whenever possible and utilizes the time of the District Social Worker as a Resource identifier and developer.	Intervention	AR	SD P	Social Work philosophy; code of ethics; survey of counselors and community social work professionals	Draft of Social Work Philosophy and Mission Statement for Denton ISD	Final product for inclusion in updated counselor manual	Ongoing	District Social Worker	
	Provide direct service intervention in situations that cannot be adequately managed at the campus level.	Prevention & Intervention	ALL	PI CO	Network of community resources; existing SW files	Documented referrals	Documented Interventions	Annually	District Social Worker	
	Create trainings where necessary to share procedures and guidelines for Social Services with administrators, counselors, and office personnel (including Homeless Services)	Prevention & Intervention	AR	SD Co SD PI Co P	Social work needs assessments & Campus referrals	Schedule of trainings And publicity for event	Training rosters for attendance	June 08	District Social Worker	

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	<p>Manage and evaluate the current district parenting program and make recommendations for future growth and development.</p> <p>Seek out grant opportunities, community partnerships and donations to fund services not covered by the existing Social Services budget.</p>	Prevention & Intervention	AR	Co P	<p>Existing parenting data files; personal research and evaluation</p> <p>Network of social work resources in the community and state</p>	<p>Continued documentation of program;</p> <p>List of possible sources for funding</p>	<p>Consultation with department and official recommendations in writing</p> <p>Deposited funds</p>	Ongoing	<p>District Social Worker</p> <p>District Social Worker</p>	

**Board Goals**

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# DISTRICT IMPROVEMENT PLAN –Health Services/Wellness 08-09

**NEEDS ASSESSMENT:** Healthy students are better learners, healthy teachers are more productive, effective in their classrooms  
Principal Wellness assessments indicates needed improvements for workforce that is overweight, prediabetic, prehypertensive, and inflexible  
Fitnessgram will give us student data by the end of this year, but nurses are already documenting student health issues regarding overweight and lack of access to adequate and appropriate health care

**WIG (Wildly Important Goal);**  
Each child will be in his/her classroom healthy, safe and ready to learn; each employee will be able to teach in a healthy, safe, wellness-oriented workplace

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IVb IVc Vd IVd	<b>Implement Coordinated School Health Program</b> (see CSHP model and support document from Dr. Pat Cooper)	?	all	all	Willing attitude on part of staff, students, parents and community, technology Maslow model	Maslow reviewed and all employees “signed on”	Each component’s goal established DISD Wellness Policy fully implemented	Fall of 2010	Theresa Grant SHAC	
IIId IIIc	<b>Health Education</b>		Students K-12	Instruction SD, C, CO	Health /PE teachers, NACHOS. Approved health curriculum K-12, Fitnessgram	Every student has health education as part of their curriculum	Each health and PE TEK mastered at each grade level	Ongoing	Curriculum health coordinators Kim Crane Beki Garcia Cathy Webb	
IIId IIIId	<b>Physical Education</b>		“ “	“ “	“ “	Fitnessgram completed	Parents informed of child’s results	Ongoing	“ “	

**Board Goals**

Vision-Ia, b, c, d  
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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIId IVc Va Vc	Health Services	?	All	SD, P	Additions to staff to ensure student needs are being adequately addressed and the ratio of nurse to student is in line with NASN and Healthy People 2010 standards, 1 RN per each 500-800 students	Nurses interviewed and hired, attending new nurse academy and other staff development and orientation for health services, big sister mentors in place,	Each campus with standard ratio of RN per student, job description expectations met, evaluations at acceptable or above status  Each building	Fall of 2010	Director of Health Services Principals Executive Cabinet	

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<p><b>WIG (Wildly Important Goal);</b> Each child will be in his/her classroom healthy, safe and ready to learn; each employee will be able to teach in a healthy, safe, wellness-oriented workplace</p>										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIIa,IVb IVc	<b>Healthy School Environment</b>		All	SD, P	Security Audit Tool, assessment team	Audit tool revised, team oriented	audit completed, report to superintendent and board	Fall of 2009	Audit team Principals	
Vd	<b>Health Promotion for Staff</b>		All employees	SD, CO	Wellness Centers, Principal Wellness assessments,	Each employee actively participating in wellness activities in and out of school (flu shots, wellness day, Principal Wellness assessments, physical activities, Share the WARMTH	Improvement noted on Principal Wellness assessment data, Increased flu shot coverage each year, annual attendance at wellness day increased, wellness center classes full	Ongoing	Theresa Grant Wellness Reps	
IVb IVc	<b>Family, Community Involvement</b>		All	PI,CO	School Health Advisory Council	SHAC revisions made	At least 50% of SHAC made up of parents of current students	May, 09	Theresa Grant, Kim Crane,	

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## DISTRICT IMPROVEMENT PLAN – School Age Parenting

**NEEDS ASSESSMENT:** Section 1X Pregnancy Related Services 2007-2008 Attendance Accounting Handbooks. Compensatory Education Home Instruction (CEHI) is the mandatory support service component Denton ISD offers in a Pregnancy Related Service Program.

**WIG (Wildly Important Goal):# 2 Provide Compensatory Education Home Instruction (academic services) to all participating students at home or in the hospital at the time a valid medical necessity prevents them from attending school during their pregnancy or following the birth of their baby.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
E3 D4	Social Workers, through case management, monitor attendance and prenatal visits to ensure quick response to those students who have prenatal complications and require homebound services, as well as those students who remain in school until the birth of their baby and require postpartum homebound services	Intervention	All	I P	Compensatory Education Funds  CEHI Instructor Maria Harris	-District remains in compliance with Pregnancy Related Services through TEA -District receives 2.41 weighted ADA funding for pregnant students and those who are on CEHI -Students return to full time instruction prepared to	-Increase completion rates -Increase attendance -Increase credits earned -Decrease dropouts -Weighted funding for Comp Ed Funds -Increase positive interaction and interaction with classroom	2008-2009 School Year	Teen Parent Coordinator/ Social Worker Barb Haflich  Social Worker Emily Skinner  CEHI Instructor Maria Harris	
E3 D4	Social Workers communicate with health care providers in the community to ensure that the student is placed on homebound when a medical necessity is identified	Intervention	All	I P CO						
E3 D4	Social Workers and CEHI homebound instructor discuss availability of homebound services with all pregnant students and their parents and or guardians and provide them information	Intervention	All	I P PI						

### Board Goals

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
Growth & Change-VIa,b,c,d

### Target groups

G/T – Gifted & Talented  
C & T – Career & Technology  
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ALL – All Categories

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### WIG = Goal

Leads = Activity

## DISTRICT IMPROVEMENT PLAN – School Age Parenting

**NEEDS ASSESSMENT: Section 1X Pregnancy Related Services 2007-2008 Attendance Accounting Handbooks. Compensatory Education Home Instruction (CEHI) is the mandatory support service component Denton ISD offers in a Pregnancy Related Service Program.**

**WIG (Wildly Important Goal):# 2 Provide Compensatory Education Home Instruction (academic services) to all participating students at home or in the hospital at the time a valid medical necessity prevents them from attending school during their pregnancy or following the birth of their baby.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results	
E3 D4	about CEHI. Parent and student must sign a compliance agreement prior to the start of homebound services	Intervention	All	I P CO		complete their credits	instructors -Efficient and supportive manner of transitioning student back to full time instruction following birth of baby -No gaps in services or attendance once medical necessity if documented				
E3 D4	Students who are served through the teen parent program and Special Education are served collaboratively by the two programs, with Special Education as the primary service provider.										Homebound begins the date the physician reports a medical necessity or the date the baby is born.
E3 D4	Homebound Instructor meets with each student four (4) hours a week for five (5) days of full attendance. Instruction is provided in both Core and Elective credits. The instructor is the liaison between the student and the campus until the student returns to full time										Intervention
E3 D4		Intervention	All	I P CO							

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## DISTRICT IMPROVEMENT PLAN – School Age Parenting

**NEEDS ASSESSMENT:** Texas Education Code, 29.085 and 42.152 (f) and (g); General Appropriations Act, 79<sup>th</sup> Texas Legislature, Section 111, Rider 61. (FAR Fund Code: 394) Life Skills Grant

**WIG (Wildly Important Goal): # 1 To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for all identified Denton ISD students who are pregnant or who are parents as determined by the Life Skills Program and who are at risk of dropping out of school.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
D4 B1	Social Workers have office space on each high school campus and are available to middle schools and Davis as needed for referrals, intakes and in crisis situations for early intervention and identification	Prevention & Intervention	All	C PI CO I P	-Life Skills Grant & DISD Match -School Age Parent Program Social Workers	-Provide individual, peer, family and group counseling -Provide career counseling and job readiness	-Increase completion rate -Decrease dropout rate -Increase ADA -Increase TAKS success rate -Maintain appropriate level of services on all campuses	2008-2009 School Year	Barb Haflich and Emily Skinner School Age Parent Program Social Workers	
D4 B1 E3	Social Workers provide case management services to all participating pregnant and parenting teens in order that they have access to the services they need to remain in school and have the skills to be good parents	Prevention & Intervention	All	C PI CO I P	-Academic Counselors -Student Assistance Program -Health Services -Intervention Specialists -CIS -CATE	-Provide or assist with childcare needs -Provide transportation to students and their children	-Increase ADA -Increase TAKS success rate -Maintain appropriate level of services on all campuses	2008-2009 School Year		
D4 B1	Social Workers identify and advocate for the unique and ongoing social, academic, health, and emotional needs of the student and his or her family at school and within the community	Prevention & Intervention	All	C PI CO I P	-Health Services -Intervention Specialists -CIS -CATE	-Provide	-	2008-2009 School Year		

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
D4 B1	Increase Social Work staff to reflect the increased number of students requiring services and to assist in delivery of services to the campuses	Intervention	All	C PI CO I P	Counselors Transportation Life Skills Grant  Comp Ed Funding	instruction related to knowledge and skill in child dev., parenting, home and family living -Provide assistance for obtaining services from gov't agencies or community service organizations, include prenatal and postnatal health and nutrition programs	Continued ability to meet the goals and objectives of the Life Skills Grant and Denton ISD	2008-2009 School Year	Jamie Wilson Deputy Superintendent  Melanie Lewis Director Counseling  Barb Haflich Teen Parent Coordinator	

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**WIG (Wildly Important Goal): # 3 Implement an action plan which will enable the teen parent staff to collaborate, communicate, and provide better services, not only to the teen parents and their families, but all at risk youth and their families, through increased campus and community involvement.**

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
D4	School Age Parent Social Workers attend and participate in Care Team on their assigned campuses	Intervention	AR	CO	Melanie Lewis	-School Age Parent Program is viewed as a part of the coordinated and collaborative effort to provide wrap around services to all at risk youth.	Increase academic functioning of at risk youth	2008-2009 School Year	Barbara Haflich	
D4	Coordinator attends and participates in Critical Incident Stress Management trainings	Intervention	All	CO I P	District Social Worker		Increase social and emotional functioning of at risk youth at school and at home		Emily Skinner	
D4 E4	Coordinator facilitates Practical Parent Education classes for the district	Prevention & Intervention	All	CO I P	Student Assistant Counselors					
D4 A6	Coordinator of School Age Parent Program is also Coordinator for General Education Homebound	Intervention	AR	CO I P	Campus Counselors and campus staff	-Program staff are available to assist the campuses to better meet the emotional, physical and mental health of all students,	Increase completion rates			
D4 E2	School Age Parent Program Social Workers attend departmental counseling meetings and staff development trainings through the Counseling Services Department	Prevention & Intervention	All	CO I P	Comp Ed Funds for General Education Homebound Instructor		Increase clarification of roles and responsibilities of teen parent social workers			

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D4 C2 E2	School Age Parent Program Social Workers attend workshops and trainings through Region 11, Teleconferences through TEA for Life Skills Grant, PAPA trainings through the Attorney General's Office and other workshops and conferences that enable us to provide improved services to at risk youth.	Prevention & Intervention	All	CO I P	Life Skills Grant	so they can achieve academic success. -Identification of gaps, lacks, or overlapping services for best utilization of resources on campuses and within the community -Cohesive and responsive counseling and support to those impacted during a crisis -Referral process that is effective and efficient	Increase integration of teen parent social workers on campuses  Increase critical thinking, knowledge and professional development  Increase awareness and skill level in meeting the needs of at risk youth			

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						-Services that provide support, information, and coping skills for parents and guardians in the district -Identify barriers that prevent a student from being successful  Students in need of homebound are identified and provided services				

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
						Social Workers better equipped in delivery of services to at risk students and campuses where the need presents itself				

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## DISTRICT IMPROVEMENT PLAN –Adult/Community Ed

**NEEDS ASSESSMENT:** *Active involvement in community and parent groups to encourage participation in programs. Use of local newspapers and media outlets to encourage participation in programs*

**WIG (Wildly Important Goal):** *Class offerings for Adult/Community Education Students will increase by 5%.*

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
VI a,b,c,d	Increase classes by 9 new Community Education offerings <ul style="list-style-type: none"> <li>● 1 teens/children classes</li> <li>● 2 computer classes</li> <li>● 1 foreign language class</li> <li>● 2 self help classes</li> <li>● 1 creative art classes</li> <li>● 1 parenting class</li> <li>● 1 legal class</li> </ul>	na	Comm..	P & I	Community Ed. Teachers	Community Education Brochure, Class registrations	Class attendance rosters	2007-2010	Steve Johnson Director Adult Ed.  Monica Molinar Instructional Coordinator	
Ia,b,c,d	Will revise and improve Adult and Community Education brochure	na	Comm..	P	Adult/Community Staff and Publication Center	Formatting and design of the brochure.	Adult /Community Education brochure	2007-2010	Steve Johnson Director Adult Ed.  Monica Molinar Instructional Coordinator Steve Johnson Director Adult Ed.	
Ia,b,c,d	Use local newspaper for dissemination of brochure and Adult Ed. class information	na	Comm..	CO	DRC/Office Staff	Newspaper	Registration	2007-2010	Monica Molinar Instructional Coordinator Steve Johnson Director Adult Ed.	

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## DISTRICT IMPROVEMENT PLAN –Adult/Community Ed

**NEEDS ASSESSMENT:** According to Census data and data from the National Institute for Literacy, we project that approximately 100,000 individuals within our area are educationally disadvantaged (people who lack a high school diploma/GED or need English language instruction). As our programs continue to grow, our department will need additional teachers, support staff and clerical staff to meet the needs of our students and our state and federal reporting requirements.

**WIG (Wildly Important Goal):** Class offerings for Adult/Community Education Students will increase by 5%. Enrollment data will be 100% accurate.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
VI a,b,c,d	Increase program by 7 new Adult Education classes for GED/ESL. <ul style="list-style-type: none"> <li>✱ 2 ESL(Denton)</li> <li>✱ 2 ESL (Collin County)</li> <li>✱ 1 ESL (Wise/Cooke County)</li> <li>✱ 2 GED (Denton)</li> </ul>	I	Community Adults	CO,I,P	Adult Ed. teachers	Adult Education Annual Report	Class attendance rosters	2007-2010	Steve Johnson Director Adult Ed.	
II a,b,c,d	Implement feedback system for High School principals for verification of student enrollment/attendance	I	High school students	CO	Adult Ed. teachers	Maintain a tracking system that provides schools with student enrollment/attendance information	Adult education monthly report providing student information on a monthly basis	2007-2010	Steve Johnson, Director Adult/Comm. Ed.	

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## DISTRICT IMPROVEMENT PLAN Adult/Community Education

**NEEDS ASSESSMENT:** *As our programs continue to grow, our department will need additional extended school day leaders, support staff and clerical staff to meet the needs of our students and help us grow to include every elementary school campus in the Denton ISD.*

**WIG (Wildly Important Goal):** *Enrichment class offerings for Extended School Day Students will increase by 10%. Extended School Day programs will be staffed and ready to begin on the first day of school.*

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
VI a,b,c,d	Will open an Extended School Day program at each new Elementary School	P/I	Elemen.	P,SD,	ESD Staff	Implementatio n of programs on each campus	Extended School Day enrollment figures, TAKS data	2007-2010	Steve Johnson, Director	
IIa,b,c,d	Will implement enrichment classes in the areas of Fine Arts	I	Elemen.	I & P	ESD Staff	Implementatio n of programs on each campus	Extended School Day enrollment figures, TAKS data	2007-2010	Steve Johnson, Director ESD Program, Coordinators	
IIa,b,c,d	Will continue to support TAKS preparation studies through Math and Reading Clubs	I	Elem.	I,P, & C	ESD Staff	Implementatio n of programs on each campus	Extended School Day enrollment figures, TAKS data	2007-2010	Steve Johnson, Director ESD Program, Coordinators	

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## DISTRICT IMPROVEMENT PLAN -Adult/Community Ed

**NEEDS ASSESSMENT:** *Professional development session leaders provided by Texas LEARNS and North Texas GREAT Professional Development Center. As our programs continue to grow, our department will need additional teachers, support staff and clerical staff to meet the needs of our state and federal reporting requirements.*

**WIG (Wildly Important Goal):** *100% of all Adult Ed. employees who seek to retain employment with our program will meet state mandated in-service requirements. Enrollment data will be 100% accurate and filed in a timely manner to meet all state and federal guidelines.*

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
VI a,b,c,d	Six state required teacher in-service trainings, for adult education teachers/teacher aides	NA	Adult Ed. Staff	S,D	Adult Ed. administrative staff	The teacher training sessions	In-service sign in sheets and in-service evaluations	2007-2010	Steve Johnson Director Adult Ed.  Monica Molinar Instructional Coordinator	
VI a,b,c,d	Prepare for program TEA Audit	NA	Adult Ed. Staff	I,P,SD	Adult Ed. administrative staff	TEA audit evaluation	TEA audit results	2007-2010	Steve Johnson Director Adult Ed. Monica Molinar Instructional Coordinator	

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## DISTRICT IMPROVEMENT PLAN – Human Resources

**NEEDS ASSESSMENT:** Monitor certification testing and course completions.

**WIG (Wildly Important Goal);** Develop and expect a consistently high level of, and respect for, professional performance by all staff and maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Va,c	Provide training on credentialing requirements.	Both	All		Staff Time District Budget	Analysis of New Hire Data	Certification Data  Campus Data  Compliance Data	On-going	HR Staff  Central Services Staff	
Va,c	Employ staff who meet credentialing requirements.	Both	All		Staff Time District Budget	Staff Development Reports	Analysis of Certification Data  Compliance Reports	On-going	Campus Admins  Supv Staff	
Va,c	Provide assistance and information to current professional and paraprofessional staff to meet credentialing requirements.	Both	All		Staff Time  District Budget	Staff Development Reports	Analysis of Certification Data  Compliance Data Reports   Teachers  Annual Survey		HR Staff	

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
<b>IIb Va,b, c</b>	<b>Continue development and maintenance of the PRIDE Teacher Appraisal System and other evaluative systems.</b>	<b>Both</b>	<b>All</b>		<b>Staff Time District Budget</b>	<b>Administration of the PRIDE Teacher Appraisal System</b>	<b>of PRIDE Users  Campus Admins</b>	<b>On-going</b>	<b>PRIDE Coord  Campus Admins  HR Staff  Supv Staff  HR Staff</b>	
<b>IIb, d Va,c, d</b>	<b>Review annual contract renewals, extensions and terminations.</b>	<b>Both</b>	<b>All</b>		<b>Staff Time</b>	<b>Employee Contract Listing</b>	<b>Awarding the “Continuing Contract”</b>	<b>Annual</b>	<b>Campus Admins  Supv Staff</b>	

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# DISTRICT IMPROVEMENT PLAN

## Counseling

**NEEDS ASSESSMENT:** Enrollment Reports; Discipline Reports; District/Campus Testing Data; Graduation & College Admission Data; Dropout Prevention Assessment; Principal and Counselor Reports; District Growth Data; Parent/Teacher/Student Surveys

**WIG (Wildly Important Goal) # 1:** 100% of the Denton ISD K—12 Campuses will participate in the Year III (07/08) Design Phase of the Implementation of the State of Texas Comprehensive Developmental Guidance Program by creating measurable goal(s) for their guidance program that support their campus improvement plans.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Ic IIc III b,c VI b	<u>Counselor Academy, Phase I:</u> “Getting Comfortable with Data” focus on “Equity & Access”	Prevention	ALL	SD P	Needs Assessment Data;	Attendance & Participation	Data Collection presented at Phase II meeting	Fall 07	Director of Counseling Services;	
Ic IIc IIIb,c VIb	<u>Counselor Academy, Phase II:</u> “Creating Measurable Goals” Counselors will look at enrollment patterns in rigorous courses, parent participation in conferences, “at risk” factors, and in collaboration with campus staff, identify variables that can affect student success.	Intervention	AR	C PI SD CO P	ASCA workbook— “Making Data Work”  PowerPoint SD exercise	Attendance & Participation;  Data collected from Phase I assignment	Submission of Counseling Goals and Timeline	Winter 07/08	Deputy Supt.  Director of Counseling Services;	
Ic IIc IIIb,c VIb	<u>Counselor Academy, Phase III:</u> “Action Plans” Counselors will create action plans for a 2 to 3 year period to implement strategies based on identified needs, campus improvement plan goals, and research-based effective practices to close	Prevention	ALL	C	Goals	Review of	Action Plan for 08/09	Spring 08	Campus Counselors  Director of	

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Climate-IIIa,b,c,d,e  
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### Target groups

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	achievement gaps and increase student success.	& Intervention		PI SD CO P	Created In Phase II;  Timelines	Progress with mid-point measure of Goals			Counseling  Campus Counselors	

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## Counseling

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<b>WIG (Wildly Important Goal) # 2: Create District Action Plan to address the Implementation Phase (Years IV and V—08/09 through 09/10) of the State of Texas Comprehensive Developmental Guidance Program</b>										
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IIa	<p><b>Component I--Guidance</b></p> <ul style="list-style-type: none"> <li>• <b>Review and Update Guidance Curriculum:</b></li> </ul> <p>Both the elementary and secondary counseling curriculum committees will continue work to create lessons targeting the state and local guidance strands and utilizing the state scope and sequence for counseling curriculum. At the middle and high school levels, Dating Violence should be included in the guidance strands in keeping with Legal and Local Board Policy FFH and reflecting the Personal Safety &amp; Bully Prevention efforts in elementary.</p>	Prevention And Intervention	All	C, P	ASCA and TCA resources & materials; other Counseling resources	Identification of needs and resources	Lessons printed for inclusion in Counselor Handbook and Weekly Updates	Annually	Campus Counselors and Director of Counseling	

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IIa,c,f IIIa,c,d,e Iva,d,e	<ul style="list-style-type: none"> <li>• <b>Path to Scholarships Pilot Project</b></li> </ul>	Intervention	LEP	C, PI, CO, I,P	Path To Scholarships Workbooks & training by June McBride; ATC; community donations; transportation	Training & Plan for Program	Presentation of 3 Sessions targeting Newcomers at GHS and ESL at SMS	Training 07 Session I at ATC Fall 07  Session II & II Spring 08 on campuses	Director of Counseling & PTS trainers, collaboration with ESL/BL dept. and community Resources	
Ic,f IIIc,e IVa,e VIa,b	<p><b>Component #2 Individual Planning</b></p> <ul style="list-style-type: none"> <li>• <b>Secondary:</b></li> </ul> Develop College Readiness Counseling Plan to include Timelines for registration for Grades 6, 9, and HS Graduation Progression;	Prevention	ALL	C PI SD CO P	Graduation Requirements; Curriculum Guide District & Campus Calendars	Meetings with counselors and campus leaders to identify plans for year	Timelines developed	07/08 then annual updates after evaluation of previous year	Director of Counseling and Secondary Leads	
IIc III,c	Attend College Board Regional Forum in Frisco, Jan 08;	Prevention & Intervention	All	P					Director of Counseling; HS Leads;	

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Ic  Va  Ic IIIf	support Care Team goals  Component #4 System Support <ul style="list-style-type: none"> <li>• Time Study</li> </ul> Counselors participate in a study of time on task in the 4 components to improve efficiency and collect data for analyzing counselor/student ratios	Intervention	ALL	P	Resources  Counselor log forms, annual calendars	Logs submitted each 6 weeks, calendars due in Nov.	Data summarized and evaluated, submitted to Deputy Supt.	Annually 07/08 and 08/09	Representatives from each level, elem., MS, HS.  Director of Counseling, All Counselors	
	<ul style="list-style-type: none"> <li>• <b>Life Track</b></li> </ul> Follow-up study of graduates will continue with the second year. Results are used in campus and district goal setting for improvement	Prevention	ALL	C, SD, CO I, P	LifeTrack contract; enrollment data	Year I results analyzed with Principals and Counselors	Year I & II results analyzed and compared; Goals set	Annual exit survey administered to seniors prior to graduation	Director of Counseling, Deputy Supt., Campus Lifetrack contacts on each HS campus	
Ic	<ul style="list-style-type: none"> <li>• <b>Staff Development</b></li> </ul>									

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIC Va	Staff Development for 07/08 will address identified needs in areas of rigor & relevance & special counseling needs.	Prevention & Intervention	ALL	C, CO, P	Counselor Staff Development survey	Plan for 07/08 staff development identified	State MS Couns. Of Yr.; ADHD researcher; National speaker for Safe Alternatives contracted; Events held	Oct., Nov., & Feb. 07/08	Counseling Services District Staff  And Director of Counseling	
IVa,d,e	<ul style="list-style-type: none"> <li><b>Parent Involvement</b> Continue training and delivery of Practical Parenting Education curriculum in the format of “First Tuesdays” and add “Parent University”</li> <li>Increase departmental collaboration and communication to better serve students and counselors:</li> </ul>	Prevention	ALL	PI SD P CO	PPE subscription & Training; Title I resources; Campus Host	Facilitators recruited & trained; events scheduled	Parent evaluation after events	Parent Univ. Oct. 07  1 <sup>st</sup> Tues, Nov. & Dec. 07; Feb; Mar; April 2008	District Social Worker & staff of Counseling Department	
		Prevention	ALL	CO  P	Assistance Prog. & SDFS joint coordination; Parenting— Soc.Wk; School Aged Parenting & Gen.Ed.	Coordinators meet with Director for annual evaluation and	Annual plan for department submitted to Deputy	Weekly office meetings; Quarterly w/ coordinators	Director of Counseling Dept.	

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IVa,d,e	Student & Employee Assistance School Aged Parenting Program School Social Work	P			Homebound; Recruit new Social Worker for vacancy 1/08	periodic dept. meetings & Council review	Director.  Soc. Worker Hired	February 08	Director and Coordinators & office staff	

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## Counseling

<b>NEEDS ASSESSMENT:</b> Texas Education Code 29.085 and 42.152 (f) and (g); General Appropriations Act, 79 <sup>th</sup> Texas Legislature, Section 111, Rider 61. (FAR Fund Code: 394) Life Skills Grant										
<b>WIG (Wildly Important Goal); # 3</b> Implement an action plan which will enable the teen parent staff to collaborate, communicate, and provide better services, not only to the teen parents and their families, but all at risk youth and their families, through increased campus and community involvement.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIIb IVd	School Age Parent Social Workers attend and participate in Care Team on their assigned campuses	Intervention	AR	CO	Melanie Lewis  Larry Mankoff	-School Age Parent Program is viewed as a part of the coordinated and collaborative effort to provide wrap around services to all at risk youth.	Increase academic functioning of at risk youth	2008-2009 School Year	Barbara Haflich	
IVd VIId	Coordinator attends and participates in Critical Incident Stress Management trainings	Intervention	All	CO I P	District Social Worker  Student Assistant Counselors	Program staff are available to assist the campuses to better meet the emotional, physical and mental health of all students,	Increase social and emotional functioning of at risk youth at school and at home		Emily Skinner	
IVa	Coordinator facilitates Practical Parent Education classes for the district	Prevention & Intervention	All	CO I P	Campus Counselors and campus staff		Increase completion rates			
IVd	Coordinator of School Age Parent Program is also Coordinator for General Education Homebound	Intervention	AR	CO I P			Increase clarification of roles and responsibilities of teen parent social workers			
Ic IIc IVd	School Age Parent Program Social Workers attend departmental counseling meetings and staff development trainings through the Counseling Services Department	Prevention & Intervention	All	CO I P	Comp Ed Funds for General Education Homebound Instructor					

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIc Va	School Age Parent Program Social Workers attend workshops and trainings through Region 11, Teleconferences through TEA for Life Skills Grant, PAPA trainings through the Attorney General’s Office and other workshops and conferences that enable us to provide improved services to at risk youth.	Prevention & Intervention	All	CO I P	Life Skills Grant	so they can achieve academic success. -Identification of gaps, lacks, or overlapping services for best utilization of resources on campuses and within the community -Cohesive and responsive counseling and support to those impacted during a crisis -Referral process that is effective and	Increase integration of teen parent social workers on campuses  Increase critical thinking, knowledge and professional development  Increase awareness and skill level in meeting the needs of at risk youth			

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						efficient -Services that provide support, information, and coping skills for parents and guardians in the district -Identify barriers that prevent a student from being successful  Students in need of homebound are identified and provided				

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
						services  Social Workers better equipped in delivery of services to at risk students and campuses where the need presents itself				

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<b>WIG (Wildly Important Goal); # 1</b> To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for all identified Denton ISD students who are pregnant or who are parents as determined by the Life Skills Program and who are at risk of dropping out of school.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
VIa,b	Social Workers have office space on each high school campus and are available to middle schools and Davis as needed for referrals, intakes and in crisis situations for early intervention and identification	Prevention & Intervention	All	C PI CO I P	-Life Skills Grant & DISD Match -School Age Parent Program Social Workers	Provide individual, peer, family and group counseling -Provide career counseling and job readiness	-Increase completion rate -Decrease dropout rate -Increase ADA	2008-2009 School Year	Barb Haflich and Emily Skinner	
IVd	Social Workers provide case management services to all participating pregnant and parenting teens in order that they have access to the services they need to remain in school and have the skills to be good parents	Prevention & Intervention	All	C PI CO I P	-Academic Counselors -Student Assistance Program	-Provide or assist with childcare needs -Provide transportation to students and their children	-Increase TAKS success rate -Maintain appropriate level of services on all campuses	2008-2009 School Year	Parent Program Social Workers	
IVd	Social Workers identify and advocate for the unique and ongoing social, academic, health, and emotional needs of the student and his or her family at school and within the community	Prevention & Intervention	All	C PI CO I P	-Health Services -Intervention Specialists -CIS -CATE Counselors	-Provide instruction	-Continued ability to meet the goals and objectives of	2008-2009 School Year		
	Increase Social Work staff to reflect									

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Via,b	the increased number of students requiring services and to assist in delivery of services to the campuses	Intervention	All	C PI CO I P	Transportation Life Skills Grant  Comp Ed Funding	related to knowledge and skill in child dev., parenting, home and family living -Provide assistance for obtaining services from gov't agencies or community service organizations, to include prenatal and postnatal health and nutrioprogrs	the Life Skills Grant and Denton ISD	2008-2009 School Year	Jamie Wilson Deputy Superintendent  Melanie Lewis Director Counseling  Barb Haflich Teen Parent Coordinator	

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**WIG = Goal**

Leads = Activity

# DISTRICT IMPROVEMENT PLAN

## Counseling

**NEEDS ASSESSMENT:** Section 1X Pregnancy Related Services 2007-2008 Attendance Accounting Handbooks. Compensatory Education Home Instruction (CEHI) is the mandatory support service component Denton ISD offers in a Pregnancy Related Service Program.

**WIG (Wildly Important Goal);# 2** Provide Compensatory Education Home Instruction (academic services) to all participating students at home or in the hospital at the time a valid medical necessity prevents them from attending school during their pregnancy or following the birth of their baby.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIIb IVd	Social Workers, through case management, monitor attendance and prenatal visits to ensure quick response to those students who have prenatal complications and require homebound services, as well as those students who remain in school until the birth of their baby and require postpartum homebound services	Intervention	All	I P	Compensatory Education Funds  CEHI Instructor Maria Harris	-District remains in compliance with Pregnancy Related Services through TEA -District receives 2.41 weighted ADA funding for pregnant students and those who are on CEHI -Students return to full	-Increase completion rates -Increase attendance -Increase credits earned -Decrease dropouts -Weighted funding for Comp Ed Funds -Increase positive interaction and	2008-2009 School Year	Teen Parent Coordinator/ Social Worker Barb Haflich  Social Worker Emily Skinner  CEHI Instructor Maria Harris	
IIIb IVd VIa,d	Social Workers communicate with health care providers in the community to ensure that the student is placed on homebound when a medical necessity is identified	Intervention	All	I P CO						
IIIc,e	Social Workers and CEHI homebound instructor discuss									

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
Parent and Community Involvement-Ia,b,c,d,e  
Human Resources-Va,b,c,d,e,  
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VId	availability of homebound services with all pregnant students and their parents and or guardians and provide them information about CEHI. Parent and student must sign a compliance agreement prior to the start of homebound services	Intervention	All	I P PI		time instruction prepared to complete their credits	interaction with classroom instructors -Efficient and supportive manner of transitioning student back to full time instruction following birth of baby			
IVd	Students who are served through the teen parent program and Special Education are served collaboratively by the two programs, with Special Education as the primary service provider.	Intervention	All	I P CO			-No gaps in services or attendance once medical necessity if documented			
VId	Homebound begins the date the physician reports a medical necessity or the date the baby is born.  Homebound Instructor meets with each student four (4) hours a week for five (5) days of full attendance. Instruction is provided in both Core	Intervention	All	I P CO						

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Ia,b IVa	and Elective credits. The instructor is the liaison between the student and the campus until the student returns to full time instruction	Intervention	All	I P CO						

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# DISTRICT IMPROVEMENT PLAN

## Counseling

**NEEDS ASSESSMENT:** Annual Student and Staff Surveys, PEIMS Data, SDFSC Advisory

**WIG (Wildly Important Goal);** All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools Program. This includes relationship violence, substance abuse and violence prevention and intervention activities

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Ic IIb IVd	Campus administrators will require all instructional staff to deliver a minimum of 1 DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark <a href="http://dave.esc4.net/">http://dave.esc4.net/</a> for easy access	Prevention	All	C, SD	State On-Line curriculum D.A.V.E.	Surveying instructional staff on delivery of material	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	Fall 2008 Continue	Campus principal / Larry Mankoff	
Ic IIb IVd	Each campus counselor will orient instructional staff in the fall on accessing the DAVE curriculum. The counselors will also update their campus staff periodically on the DAVE requirement	Prevention	Same	C, I	Same	Same	Same	Same	Campus counselor	
Ic IIb IVd,e	All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship violence prevention and the tenets of HB 121. Students, staff and parent awareness programs will be scheduled through the course of the school year.	Prevention	All	C, PI, SD, I	“We Help Ourselves (WHO), and “Kool Kids” delivered in cooperation with a community	Demonstrate in school schedule dates for staff awareness, guidance	Reduction in campus violence per PEIMS	Fall 2008	Campus administrators & counselors	

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**WIG (Wildly Important Goal);** All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools Program. This includes relationship violence, substance abuse and violence prevention and intervention activities

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IVd VIa	Each campus will facilitate a campus safety audit to ensure and safe and secure environment	Prevention	All	Planning	agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior  Staff time	lessons & parent awareness  Maintain the fidelity of the TSCS Audit	No violations of audit items	Fall 2008	Administrator & District Safety Coordinator	

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# DISTRICT IMPROVEMENT PLAN

## Counseling

**NEEDS ASSESSMENT:** Annual Student and Staff Surveys, PEIMS Data, SDFSC Advisory

**WIG (Wildly Important Goal);** All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools Program including provisions in response to HB 121, dating violence, substance abuse and violence prevention and intervention activities.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Ic IIa,b,c IVd	Provide awareness programming for all staff that addresses their role in establishing a safe and drug free campus. This will include signs and symptoms of substance abuse and victims of violence per HB 121 and the need to enforce protective orders, how to make referrals to Care Team, and how to intervene in a crisis situation. Awareness programs for all students on the P&I of dating violence Weekly Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence	Preventions and Intervention	ALL	SD	START Brochure, Care Team lead by campus Student Asst. Counselor	Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	Fall 2008	Larry Mankoff / Campus Student Asst. Counselor	
Ic		Intervention	AR	C	Student Asst. Counselor and campus staff	Annual data on students referred to the Care Team / PEIMS #s	Improvement in student performance, attendance and behavior	Same	Larry Mankoff / Campus Student Asst. Counselor	
IIb IVd		Prevention and Intervention	ALL	PI, CO	PTA forums, newsletters and websites, Care Teams	Parent surveys, parent	Decline in student drug use and violence per year-end PEIMS #s	Same	Larry Mankoff / Campus Student Asst. Counselor	

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# DISTRICT IMPROVEMENT PLAN

## Counseling

**NEEDS ASSESSMENT:** Numbers of referrals to District Social Worker; State and District data on Homeless; Enrollment and dropout statistics; counselor surveys; parent and community survey

**WIG (Wildly Important Goal):** Recognizing that District social service referrals are ever increasing with district growth, social worker will strive to continue to meet at least 90% of referred student needs.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIIb VIa,b,d	(Given the fact that our district Social Worker of many years has retired, it will be necessary for the new Social Worker to put into writing the procedures and guidelines required to run an effective district program. The previous Social Worker made an “impossible” task actually “possible” at the rate of 90% service rendered at a minimum. We are hoping that whomever takes this position will work toward that same goal)  Analyze referral data in order to evaluate the referral process and identify all possible community resources.	Prevention & Intervention	AR	PI CO P	District Needs Assessments; Campus reports; Social Services files	Gathered Data	Report of analysis	Spring 08	District Social Worker & Secretary	

**Board Goals**

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<b>WIG (Wildly Important Goal):</b> Recognizing that District social service referrals are ever increasing with district growth, social worker will strive to continue to meet at least 90% of referred student needs.										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIIb VIa,b,d	Group referrals by type and frequency in order to create a referral directory to assist campus counselors with direct campus to community referrals. Include a FAQ section to help guide new counselors and update existing staff.	Prevention & Intervention	AR	PI Co P	Existing files; Student Assistance Guide; Counselor survey; Community Survey	Draft of directory or brochures	Final product ready to distribute	Fall 08 And annual updates	District Social Worker & Secretary	
IIIb VIa,b,d	Identify a “line of communication” for ensuring that homeless students receive appropriate services in a timely manner (campus, attendance, food and transportation services, etc.)	Prevention	AR	PI Co P	Parent input; Principal & registrar input; Attendance office input; Transportation data	Review of input and consultation with department	Consultation with department and final document	Spring 08	District Social Worker	
	As Homeless Liaison, maintain the Homeless Program within the guidelines of the State Homeless office and the	Prevention & Intervention	AR	PI Co P	State & Federal Manuals; district data	Documented referrals	Documented inter-ventions	Ongoing	District Social Worker	

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IIIb VIa,b,d  VI d  II d	McKinney Vento Law.  Develop a “big picture” view of case management that supports delegation to campuses and community resources whenever possible and utilizes the time of the District Social Worker as a Resource identifier and developer.	Prevention	AR	SD P	Social Work philosophy; code of ethics; survey of counselors and community social work professionals	Draft of Social Work Philosophy and Mission Statement for Denton ISD	Final product for inclusion in updated counselor manual	Summer 08	District Social Worker	
	Provide direct service intervention in situations that cannot be adequately managed at the campus level.	Intervention	AR	PI CO	Network of community resources; existing SW files	Documented referrals	Documented Interventions	Ongoing	District Social Worker	
	Create trainings where necessary to share procedures and guidelines for Social Services with administrators, counselors, and office personnel (including	Prevention & Intervention	ALL AR	SD Co	Social work needs assessments & Campus referrals	Schedule of trainings And publicity for event	Training rosters for attendance	Annually	District Social Worker	

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# DISTRICT IMPROVEMENT PLAN

## Counseling

**NEEDS ASSESSMENT:** Evaluation of First Three Years Program Implementation conducted by Director of Counseling; Council of Counselors; Deputy Superintendent

**WIG (Wildly Important Goal) # 2:** Create District Action Plan to address the Implementation Phase (Years IV and V—08/09 through 09/10) of the State of Texas Comprehensive Developmental Guidance Program

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Iia	<p><b>Component I--Guidance</b></p> <ul style="list-style-type: none"> <li><b>Review and Update Guidance Curriculum:</b></li> </ul> <p>Both the elementary and secondary counseling curriculum committees will continue work to create lessons targeting the state and local guidance strands and utilizing the state scope and sequence for counseling curriculum. At the middle and high school levels, Dating Violence should be included in the guidance strands in keeping with Legal and Local Board Policy FFH and reflecting the Personal Safety &amp; Bully Prevention efforts in elementary.</p>	Prevention And Intervention	All	C, P	ASCA and TCA resources & materials; other Counseling resources	Identification of needs and resources	Lessons printed for inclusion in Counselor Handbook and Weekly Updates	Annually	Campus Counselors and Director of Counseling	
		Intervention	LEP	C, PI, CO,	Path To	Training &	Presentation	Training 07	Director of	

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IIa,c,f IIIa,c,d,e Iva,d,e	<ul style="list-style-type: none"> <li><b>Path to Scholarships Pilot Project Component #2 Individual Planning</b></li> <li><b>Secondary:</b> Develop College Readiness Counseling Plan to include Timelines for registration for Grades 6, 9, and HS Graduation Progression;</li> </ul>	Prevention	ALL	I,P C PI SD CO P	Scholarships Workbooks & training by June McBride; ATC; community donations; transportation	Plan for Program Meetings with counselors and campus leaders to identify plans for year	of 3 Sessions targeting Newcomers at GHS and ESL at SMS	Session I at ATC Fall 07  Session II & II Spring 08 on campuses	Counseling & PTS trainers, collaboration with ESL/BL dept. and community Resources	
Ic,f IIIc,e IVa,e VIa,b	Attend College Board Regional Forum in Frisco, Jan 08; Support local PSAT and SAT college admissions initiatives	Prevention & Intervention	All	P	Graduation Requirements; Curriculum Guide District & Campus Calendars	Confirm Attendance Plan for Education Go Get It Week (Secondary) and Elem. College Day/Week	Timelines developed	07/08 then annual updates after evaluation of previous year	Director of Counseling and Secondary Leads	
IIc III,c Va	<ul style="list-style-type: none"> <li><b>K—12:</b> Ensure that parents receive information about the importance of higher education and the process for accessing</li> </ul>	Prevention & Intervention	All	C PI CO	Registration & Transportation PSAT reports		Debriefing meetings  Report of	Jan/Feb 08  07/08 and	Director of Counseling; HS Leads; Dep.Supt. and HS Principals	

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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Ic Va  Ic IIf  Ic IIc Va	<p>Counselors participate in a study of time on task in the 4 components to improve efficiency and collect data for analyzing counselor/student ratios</p> <ul style="list-style-type: none"> <li><b>Life Track</b></li> </ul> <p>Follow-up study of graduates will continue with the second year. Results are used in campus and district goal setting for improvement</p> <ul style="list-style-type: none"> <li><b>Staff Development</b></li> </ul> <p>Staff Development for 07/08 will address identified needs in areas of rigor &amp; relevance &amp; special counseling needs.</p>	Prevention	ALL	C, SD, CO I, P	Counselor log forms, annual calendars	Year I results analyzed with Principals and Counselors	Data summarized and evaluated, submitted to Deputy Supt.	Annually 07/08 and 08/09	elem., MS, HS.  Director of Counseling, All Counselors	
		Prevention & Intervention	ALL	C, CO, P	LifeTrack contract; enrollment data	Plan for 07/08 staff development identified	Year I & II results analyzed and compared; Goals set	Annual exit survey administered to seniors prior to graduation	Director of Counseling, Deputy Supt., Campus Lifetrack contacts on each HS campus	
		Prevention	ALL	PI SD P CO	Counselor Staff Development survey	Facilitators recruited & trained; events scheduled	State MS Couns. Of Yr.; ADHD researcher;	Oct., Nov., & Feb. 07/08	Counseling Services District Staff	
		Prevention			PPE				And Director of	

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<b>WIG (Wildly Important Goal) # 2:</b> Create District Action Plan to address the Implementation Phase (Years IV and V—08/09 through 09/10) of the State of Texas Comprehensive Developmental Guidance Program										
Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
IVa,d,e	<ul style="list-style-type: none"> <li>• <b>Parent Involvement</b> Continue training and delivery of Practical Parenting Education curriculum in the format of “First Tuesdays” and add “Parent University”</li> </ul>	P	ALL	CO  P	subscription & Training; Title I resources; Campus Host  Assistance Prog. & SDFS joint coordination; Parenting— Soc.Wk; School Aged Parenting & Gen.Ed. Homebound; Recruit new Social Worker for vacancy 1/08	Coordinators meet with Director for annual evaluation and periodic dept. meetings & Council review	National speaker for Safe Alternatives contracted; Events held  Parent evaluation after events  Annual plan for department submitted to Deputy Director. Soc. Worker Hired	Parent Univ. Oct. 07  1 <sup>st</sup> Tues, Nov. & Dec. 07; Feb; Mar; April 2008  Weekly office meetings; Quarterly w/ coordinators  February 08	Counseling  District Social Worker & staff of Counseling Department  Director of Counseling Dept.  Director and Coordinators & office staff	
IVa,d,e	<ul style="list-style-type: none"> <li>• <b>Increase departmental collaboration and communication to better serve students and counselors:</b> Student &amp; Employee Assistance School Aged Parenting Program School Social Work</li> </ul>									

**Board Goals**

Vision-Ia, b, c, d  
 Teaching & Learning-IIa,b,c,d,e,f,  
 Climate-IIIa,b,c,d,e  
 Parent and Community Involvement-Ia,b,c,d,e  
 Human Resources-Va,b,c,d,e,  
 Growth & Change-VIa,b,c,d

**Target groups**

G/T – Gifted & Talented  
 C & T – Career & Technology  
 LEP – Limited English Proficient  
 AR – At Risk  
 D – Dyslexic  
 504  
 SpEd – Special Ed  
 ALL – All Categories

**SI – School Improvement**

C – Curriculum  
 PI – Parent Involvement  
 SD – Staff Development  
 CO - Communication  
 I - Instruction  
 P - Planning

**WIG = Goal**

Leads = Activity



# DISTRICT IMPROVEMENT PLAN

## Counseling

**NEEDS ASSESSMENT:** Enrollment Reports; Discipline Reports; District/Campus Testing Data; Graduation & College Admission Data; Dropout Prevention Assessment; Principal and Counselor Reports; District Growth Data; Parent/Teacher/Student Surveys

**WIG (Wildly Important Goal) # 1:** 100% of the Denton ISD K—12 Campuses will participate in the Year III (07/08) Design Phase of the Implementation of the State of Texas Comprehensive Developmental Guidance Program by creating measurable goal(s) for their guidance program that support their campus improvement plans.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Ic IIc III b,c VI b	<u>Counselor Academy, Phase I:</u> “Getting Comfortable with Data” focus on “Equity & Access”	Prevention	ALL	SD P	Needs Assessment Data;  ASCA workbook— “Making Data Work”	Attendance & Participation	Data Collection presented at Phase II meeting	Fall 07	Director of Counseling Services;  Deputy Supt.	
Ic IIc IIIb,c VIb	<u>Counselor Academy, Phase II:</u> “Creating Measurable Goals” Counselors will look at enrollment patterns in rigorous courses, parent participation in conferences, “at risk” factors, and in collaboration with campus staff, identify variables that can affect student success. <u>Counselor Academy, Phase III:</u> “Action Plans” Counselors will create action plans for a 2 to 3 year period to implement strategies based on identified needs, campus	Intervention	AR	C PI SD CO P	PowerPoint SD exercise  Timeline Charts	Attendance & Participation;  Data collected from Phase I assignment	Submission of Counseling Goals and Timeline	Winter 07/08	Director of Counseling Services;  Campus Counselors	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
Climate-IIIa,b,c,d,e  
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Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
Ic IIc IIIb,c VIb	improvement plan goals, and research-based effective practices to close achievement gaps and increase student success.	Prevention & Intervention	ALL	C PI SD CO P	Goals Created In Phase II;  Timelines	Review of Progress with mid-point measure of Goals	Action Plan for 08/09	Spring 08	Director of Counseling  Campus Counselors	

**Board Goals**

Vision-Ia, b, c, d  
Teaching & Learning-IIa,b,c,d,e,f,  
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**WIG = Goal**

Leads = Activity

## Elementary Curriculum Summary Report 2007-2008

### Outstanding Achievements from 2006-2007 Goals:

- Developed and piloted a field experience for students in grades 2 and 5 (Clear Creek) in collaboration with the City of Denton that would address an identified area of weakness on the end of Elementary Science TAKS test in Earth Science.
- Collaborated with Denton ISD First Grade Teachers to design a standards based report card that provides a vital communication link for parents about their child's progress.
- Provided a K-2 Mathematics assessment instrument and intervention strategies based on the work of Kathy Richardson.
- Developed district-wide 2<sup>nd</sup> – 5<sup>th</sup> grade standards for the electronic grade book program, GradeSpeed.

### Areas in Need of Improvement:

- Create additional targeted staff development designed to address areas of weakness as identified by the Texas Assessment of Knowledge and Skills.
- Provide powerful, research-based Staff Development for all Denton ISD professional staff to insure training needs are met and assure that students are successful.
- Continue to foster a collegial environment where groups of teachers come together to plan, share, reflect, and build a vibrant professional learning community.

### How 2007-2008 Goals Will Improve Student Achievement:

Robert Marzano's book entitled *What Works in Schools* identified the single factor with the most impact on student achievement as "Opportunity to Learn." Research has identified a discrepancy between the intended curriculum and the implemented curriculum making the "Opportunity to Learn" a prominent factor in student achievement. The goals of the Elementary Curriculum and Staff Development Department focus on high-quality, focused, staff development training that will incorporate any changes to the Texas Essential Knowledge and Skills, support teachers in developing powerful, real-world lessons for students, and infuse best practices into each staff development session. Therefore, if teachers implement changes and new instructional strategies, it is expected that we will see an increase in student achievement.

### How Goals Support the DISD Board Goals:

- Focus: Develop a culture that the classroom is the first priority and goals for individual campuses and the district will incorporate measurable factors

### Curriculum and Staff Development:

- Develop a consistent, strong, district-wide curriculum that supports all students, develop quality staff development programs to support the curriculum and expect full implementation on each campus by instructional leaders.
- Expect full implementation on each campus by instructional leaders.
- Develop and expect uniformly high levels of professional performance in teaching staff.

## Secondary Curriculum Summary Report 2007

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### Outstanding Achievements from 2006-2007 Goals:

- Met or exceeded goal for TAKS Reading at grades 6,7, and 9; TAKS Writing at grade 7; ELA exit at grade 11
- Thirty-seven of forty-one middle school dyslexia students passed TAKS Reading in the Spring of 2007
- All eighth-grade reading teachers provided data from their classes to the high schools for placement of students into reading classes
- Read 180 intervention program is provided on all secondary campuses
- World languages teachers have completed the revision of the Scope and Sequence for levels 1, 2, and 3 of each language taught in Denton
- Fifty-five percent of students who took the English Language and Composition AP Exam in May 2007 scored a 3 or higher
- Sixty percent of students who took the English Literature and Composition AP Exam in May 2007 scored a 3 or higher
- All AP course syllabi for all AP courses taught in Denton ISD were approved by the College Board in 2007
- Exceeded goal for exit level Social Studies TAKS test on passing rate and commended percentage
- Teaching Military History federal grant provided extensive staff development materials based on primary sources for all social studies staff development sessions for 2007-08
- Developed and implemented safety training plan of action for all secondary science teachers
- Developed and implemented a safety checklist for all science classrooms and science laboratories
- Secondary science teachers completed a professional update questionnaire in an effort to increase communication
- Provided 5E Instructional Framework training for all new to the district teachers in the core content areas
- Enhanced and continued the First Year Teacher Academy for all new to the profession (zero years experience) teachers
- Met or exceeded goal for TAKS mathematics at grades 6,7, and 8
- Math teachers revised the Scope and Sequence documents for the following courses: 8<sup>th</sup> grade, Algebra 1, Geometry, Algebra 2, Pre-Calculus, and Math Models
- Developed and implemented High School Mathematics Placement Recommendations for entering ESL students
- Provided small group professional development sessions, *Pinpointing Student Learning*, to middle school Title I math, science, and social studies teachers. The focus was on developing instructional strategies, lessons, and common assessments targeting the most at risk students.
- Increased classroom observations, one-on-one teacher planning sessions and discussions, and small group meetings
- Provided professional development for AP teachers through the Critical Thinking Foundation, University of California, Santa Cruz.

### Areas in Need of Improvement:

- Implementation of instructional strategies and curricular changes attained through the staff development series in all core content areas at all grade levels
- Develop ways to continue to provide professional development sessions that meet the diverse needs of teachers and staff
- Continued focus on improving writing skills of students in grades 6-12

- Monitor to assure the appropriate and consistent implementation of the READ 180 program at the secondary level
- Focus on improving the transition from 8<sup>th</sup> grade mathematics to Algebra I
- Revise and align the Advanced Mathematics curriculum in middle school
- Monitor ESL students in Sheltered and mainstream social studies classrooms
- Continued focus on content writing using primary sources in Sheltered and mainstream social studies classrooms as well as Document Based Question (DBQ) in Advanced Placement World History and United States History
- Monitoring the implementation of 40% hands-on lab and field investigations as required in the TEKS for secondary science classes
- Revisions of Scope and Sequence documents in various areas
- Targeting at risk students for TAKS acceleration in all core areas
- Meeting the instructional needs of the most at risk students and improving their level of academic achievement

### **How 2007-2009 Goals Will Improve Student Achievement:**

The single factor that has the highest level of impacting an increase in student achievement is the individual teacher. The latest research shows that about 13% of the variance in student achievement in a given subject area is due to what the teacher does and about 7% is due to what the school does (Bosker 1992; Luyten 1994; Marzano 2000). The goals of the Curriculum and Staff Development Department focus on high-quality, focused, interdisciplinary staff development training that will support teachers in developing higher-level thinking skills in their instructional process. Therefore, if teachers implement changes and new instructional strategies, it is expected that we will see an increase in student achievement.

### **How Goals Support the DISD Board Goals:**

The goals of the Secondary Curriculum and Staff Development Department align with the following Board Goals:

- Focus: Develop a culture that the classroom is the first priority and goals for individual campuses and the district will incorporate measurable factors
- Curriculum and Staff Development: Develop a consistent, strong, district-wide curriculum that supports all students, develop quality staff development programs to support the curriculum and expect full implementation on each campus by instructional leaders
- Personnel: Develop and expect uniformly high level of professional performance in teaching staff

## **Attendance Summary Report**

### **Outstanding Achievements From 2006-2007 Goals:**

- Overall rate of attendance for the 2006-2007 school year was 95.7%.
- Completion rate for DENTON ISD for the 2006-2007 school year was 97.5%.
- The campus registrars along with the campus principals and assistant principals have done an outstanding job in identifying and locating the no-shows. They have to be and are proactive at identifying the potential dropouts early.
- Attendance Office expanded services to elementary and middle school campuses. Services included training of campus personnel, weekly updates on students who were sent warning letters, weekly updates on students who were filed on, three week violation reports, address verification, campus visits, home visits, weekly court appearances, continued follow-up on students with court ordered attendance and dropout retrieval.
- High school campuses continued to use Odyssey Ware sites to assist students who were in danger of not graduating and/or dropping out to make up lost credits for high school graduation.

### **Areas in Need of Improvement:**

Students who receive a GED during the 2005-2006 school year and following years will be considered drop-outs in the calculation of the district's drop out rate. Improving daily attendance and developing recovery programs for students will be two factors that will affect the accountability standard for district dropout rates and district completion rates.

- Continue to improve early identification of students who are in violation of compulsory attendance laws at the elementary and middle school levels.
- During the 2006-2007 school year the district began using the computer program Grade Speed for attendance purposes at the elementary levels.
- Continue to improve the rate of referral for court action for students who are in violation of compulsory attendance laws.
- Continue to develop optional programs and strategies to give students the opportunity to complete their high school education rather than obtain a GED.
- Develop parent education programs for parents of pre-school children that will give parents skills to help their children be successful upon beginning a public school program, both in teaching good academic skills and in teaching the importance of good attendance.

- Develop parent information forums where parents can talk one-on-one with the attendance officers to go over their child's attendance reports, notes sent to the campuses for absences, notes on their child's progress from counselors and teachers, and a review of campus and district procedures for attendance accounting and what constitutes a violation of the Compulsory Attendance Law.
- Develop criteria to identify students who lack sufficient skills to be successful upon entering middle school and upon entering high school.
- Develop transitional program at the middle school level (6<sup>th</sup> grade) and the high school level (9<sup>th</sup> grade) to provide accelerated learning opportunities for those students who have been identified as lacking the skills to be successful upon entering the sixth grade or the ninth grade.

#### **How 2006-2007 Goals Will Improve Student Achievement:**

There are many factors that contribute to the degree of achievement that is necessary for students to meet the ultimate goal of earning a high school diploma. One of the factors that is paramount to the continual success of students as they progress from elementary school to middle school, from middle school to high school and ultimately to earning a high school diploma is their attendance.

Identifying patterns of excessive absenteeism in the early stages of students' school career and then coordinating whatever resources are needed to correct the contributing factors will help ensure success when the students enter high school.

#### **How Goals Support the DISD Board Goals:**

##### Focus:

Identifying factors that contribute to attendance issues on a campus and developing action plans to find solutions to increase student attendance will help campuses develop a positive learning environment.

##### Curriculum and Staff Development:

Development of a consistent and strong, district-wide curriculum that supports all students will be enhanced through educating and enforcing students and parents on acceptable attendance patterns.

### Counseling:

Development of an integrated counseling program to provide services at all levels in the transitions from elementary to middle school to high school will be beneficial in helping student establish and maintain acceptable attendance patterns.

### Parent and Community Involvement:

The more effective a campus is with early identification and action concerning attendance issues, the more parent involvement there will be. Early identification will also enable the Attendance Offices and the campuses to provide parents with the tools necessary to keep their children in school.

### Growth:

To meet the challenges of growth, the district must address the patterns of unacceptable attendance and find solutions to increase attendance and increase percentage wise the number of students that complete their high school education with a diploma.



## College Admissions Testing Summary Report

### **Outstanding Achievements from 2006-2007 Goals:**

- The performance of DISD students on the SAT maintained a constant level from 2006 to 2007. The average score was 1015 in 2006, and 1014 in 2007. DISD students improved significantly on the ACT from 20.1 to 20.5.

### **Areas in Need of Improvement:**

- Need to provide SAT/PSAT prep classes at our high schools as part of our regular course offerings
- Continue to partner with individuals or groups providing SAT preparation courses inside and outside the school day utilizing the SAT on-line preparation materials
- Increase student performance on PSAT and National Merit Competition

### **How 2008-2009 Goals Will Improve Student Achievement:**

- SAT preparations courses to improve SAT performance
- Partner with College Board to offer practice tests and analysis sessions for students
- Increased enrollments in advanced courses will lead to increased SAT scores
- Staff development activities will be geared to increase inclusion of SAT objectives in our regular and advanced curriculum
- Partnership with the College Board will provide staff development to teachers regarding strengths and weakness of the curriculum.

### **How Goals Support the DISD Board Goals:**

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

- a. develop a culture where learning is our first priority
- b. remain committed to providing equitable and outstanding opportunities for every student on every campus
- c. establish goals for individual campuses that incorporate both measurable and intangible factors

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

- a. cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
- b. expect full curriculum implementation on each campus by instructional leaders
- c. establish quality staff development programs and promote professional learning communities
- d. strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- e. stay abreast of and incorporate best practices into teaching, learning and leadership
- f. advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates

## Fine Arts Summary Report 2006-07

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### Outstanding Achievements from 2006-2007 Goals:

- Opened and equipped new Fine Arts facilities at Paloma Creek and LA Nelson elementary schools
- Provided quality, focused, interdisciplinary staff development training opportunities; each fine arts group included at least one three-hour training connecting their fine arts subject area with another academic area
- Four elementary music teachers received district support to attend Kodaly Certification summer training at the University of North Texas and received Level I Certification
- Middle school and high school participation in the Visual Art Scholastic Event (Jr. VASE and VASE); high school students advanced to state VASE for the first time

### Areas in Need of Improvement:

- Continue collecting Fine Arts needs assessment data for capital equipment purchases
- Continue providing fine arts staff development training to include interdisciplinary connections with other subject areas
- Continue development of materials for and implementation of music assessments for elementary grades 1—5
- Explore development of quality visual art assessments in grades 1-5
- Explore development of quality fine arts assessment checklists by levels in grades 6-12 (14 levels per fine arts discipline—two per grade level)

### How 2006-2007 Goals Will Improve Student Achievement:

The Fine Arts Department will continue hiring the most qualified and capable experts in their respective fine arts fields to instruct district fine arts students. In addition, high-quality, focused, interdisciplinary staff development training will assist fine arts teachers to incorporate brain-based learning and higher-level thinking skills in their classroom instruction that will support academic achievement in the regular classrooms. Implement and evaluate aligned scope and sequence documents to provide a means for individual student and overall program assessment in each fine arts area. Use of existing and new assessment measures will provide feedback on individual student progress and on the need for future curriculum revisions. Providing upgraded and new fine arts facilities is allowing for future growth and development of the district's fine arts programs.

### How Goals Support the DISD Board Goals:

- Through the hiring process, develop and expect a uniformly high level of professional performance in teaching staff; either hire teachers who already have advanced degrees or encourage teachers to earn a master's degree after employment (Teaching and Learning; Human Resources)
- Strategic planning and interdisciplinary staff development training opportunities provide fine arts teachers with concrete techniques for supporting and reinforcing classroom instruction (Teaching and Learning)
- Annual Fine Arts Board Report provides data on the quality and success of the district's fine arts students and programs (Vision; Climate; Teaching and Learning)
- Collaborative projects with the Greater Denton Arts Council (GDAC) and the two local universities is providing enhanced resources for student growth and development in the district's fine arts programs (Vision; Climate; Parent and Community Involvement)

## Technology Summary Report

### **Outstanding Achievements from 2006-2007 Goals:**

- Collaborative effort with the Curriculum department to provide standardized technology tools to classroom teachers and campuses.
- Continued success with the Dell Tech-know program for middle school students.
- Increased usage of video conferencing
- Implementation of phase two of the UNION paperless project.

### **Areas in Need of Improvement:**

- Help is needed at the elementary level to train teachers on instructional software to ensure students meet the K-8 Technology TEKS and integration of technology.
- Creation and posting of technology infused lessons and resources in the Eduphoria Scope and Sequence for teachers.
- Utilizing the technology available on campus to empower teachers and engage students in the learning process. One example could be using the CPS system as a benchmark device for TAKS knowledge.

### **How 2007-2008 Goals Will Improve Student Achievement:**

- Give teachers the resources necessary to seamlessly integrate technology will engage students and improve performance and achievement.
- Teachers and staff will attain and possess the necessary skill set to effectively integrate technology, can motivate and engage students to learn and be prepared to enter a competitive technology-entrenched society and/or higher-education system
- The use of technology is a way of life for our digital native students. Teaching the way they learn can only increase engagement and student achievement

The goals of technology in the 2007 – 2008 school year will indirectly affect and improve all areas of student academic and non-academic achievement. Technology provides and supports the communication tools necessary to service the district. We are getting parents involved with their students' daily progress with Parent Connection by allowing them to view attendance and grades. The daily classroom activities are viewed by the parent through the web with Schoolwires. Schoolwires not only gives DISD a better web presence but our teachers have the ability to post homework, coursework syllabus, and podcasts of daily lessons for classroom success

on their own teacher webpage. These services that Technology supports are the triangle of communication with the parent, student and teacher. The other area of enhanced communication is with Eduphoria. This software not only standardizes the district lesson plans and Scope and Sequence but it also gets the campus principal involved with the teacher through a web interface that the principal shares in viewing classroom success with student objectives. Eduphoria and PRIDE online will help principals and teachers communicate better to reach the goals that affect student achievement.

Lastly, Technology is continuing moving forward to change the work flow with paper. The UNION “Paperless” project will help electronically transfer data to populate forms. The Technology department has discovered over 2,000 paper forms this district uses and it will be a multi-year goal to help with this workflow. This includes parent and student forms that will help with parent and district communication.

#### **How Goals Support the DISD Board Goals:**

This year’s provides a **VISION** that will focus on students, parents, teacher’s classroom achievements and communications. We will improve **TEACHING AND LEARNING** with the Eduphoria, Schoolwires and PRIDE deployments and our continued work to seamlessly integrate technology into the curriculum. DISD technology software’s help with the public and staff communications while ensuring our **PERSONNEL** are on track for success. The **PARENT AND COMMUNITY INVOLVEMENT** will be greatly enhanced with the Parent Connection software and Schoolwires Internet communication tool.

Technology is a tool to enhance the success and achievement of parent, student, and district goals. Technology will continue to strive to meet the standards of the state’s long-range plan for technology, No Child Left Behind laws, as well as E-rate considerations. Technology will always continue to focus on meeting the needs of the students and staff of Denton ISD.

## Discipline Summary Report

### **Outstanding Achievements from 2006-2007 Goals:**

- Overall reduction in number of expulsions to JJAEP from 2005-2006 (14) to 2006-2007 (5).
- Percentage of non-Code 21 reports noted in PBMAS is lower than state standards.
- All reductions occurred during a time of increasing enrollment.
- Students spend less than .20 % of instruction time out of class for disciplinary reasons.
- Decrease in over 1000 days students are assigned to ISS from 5495 in 2005-06 to 4410 in 2006-07 while enrollment increased from 18,224 to 19,677.

### **Areas in Need of Improvement:**

- Need standardized staff development for classroom management
- Overall increase in number of drug and alcohol violations reported in PEIMS from 2006-07 to 2006-07.

### **How 2008-2009 Goals Will Improve Student Achievement:**

- Fewer discipline problems means more time to focus on instruction.
- Staff development activities will be geared to useful, meaningful techniques to improve classroom management.
- Fewer ISS and OSS assignments mean more time on instructional tasks for students.

### **How Goals Support the DISD Board Goals:**

- I. Vision ... In pursuit of excellence, the district will:**
  - a. develop a culture where learning is our first priority
- II. Teaching & Learning... In pursuit of excellence, the district will:**
  - e. stay abreast of and incorporate best practices into teaching, learning and leadership
- III. Climate... In pursuit of excellence, the district will:**
  - b. promote and nourish a safe learning and working environment which is supportive, cooperative, and ensures open communication.
  - c. establish a high expectation level for success for all students, staff, parents, and community
- IV. Parent and Community Involvement... In pursuit of excellence, the district will:**
  - d. provide support services and promote health, wellness and safety for students and families

**Career & Technology Education  
Summary Report  
2007-2008**

This report will provide the District Improvement Committee with an update regarding Career & Technology Education programs and provide information and data aligned to the Denton ISD goals.

**List 1 or 2 outstanding achievements that were a direct result of goals in the 2006-07 plans.**

1. Development and implementation of a Career Connection course at the middle school level that earn .5 high school credit (07-08 school year). This course provides students the opportunity to explore careers, post-secondary requirements and plan their high school action plan. Developed Career Summer Camp for 5<sup>th</sup>-7<sup>th</sup> grade students.

***Board Goal: Climate (d) Instill in students a love of life-long learning***

2. Development of ATC Taskforce and ATC Academy Advisory Councils. The ATC Taskforce is a community leadership team of business/industry leaders and post-secondary representatives that provide long term planning for Career & Technology Education. The ATC Academy Advisory Councils are representatives from the related career field and must have a representative from business/industry and a representative from post-secondary. These are short term advisory groups that meet directly with the instructors to maintain instruction strength and alignment within each advanced program area.

***Board Goal: Parent and Community Involvement (a) Foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students (b) Work continuously with the community in planning and facility development (c) Utilize citizens' advisory committees to focus on short and long-term tasks.***

**List 1 or 2 areas in need of improvement and how those areas will be addressed during the coming year.**

1. We effectively addressed all areas as indicated on our DIP for 2006-2007. One area that will be expanded in the DIP for 2008-2009 is to extend the amount of professional development time and expected outcome allocated to Sheltered Instruction Observation Protocol (SIOP)

*Board Goal: Growth & Change (a) review and adjust policies and procedures effectively to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community (b) Create and continuously modify strategies to mitigate increasing stresses on our children, our schools and our community (d) Work continuously with our community to adjust and enhance district goals as appropriate.*

**How will your 2008-2009 goals improve student achievement?**

Increase of career counseling opportunities with educational models aligned to high demand occupations.

*School Improvement: Parent and Community Involvement...In pursuit of excellence, the district will utilize citizens' advisory committees to focus on short and long-term tasks, and establish and promote programs to develop and enhance parenting skills and participation in the schools*

Provide advanced credit at post-secondary education and the increase in professional certifications/licensures help ensure students and parents are utilizing education effectively.

*School Improvement: Teaching & Learning...In pursuit of excellence, the district will strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility.*

Increase the graduation rate on the Distinguished Achievement Plan (DAP)

*School Improvement: Teaching & Learning...In pursuit of excellence, the district will advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates*

Decrease of dropout rates and improved attendance

***School Improvement: Growth & Change...In pursuit of excellence, the district will create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community.***

In depth training of Sheltered Instruction Observation Protocol (SIOP) and OSHA will ensure program learning environment is appropriate and safe.

***School Improvement: Teaching & Learning...In pursuit of excellence, the district will expect full curriculum implementation on each campus by instructional leaders; cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students.***

Community outreach to minorities, low social-economic, 5<sup>th</sup> grade and partnerships with local business/industry

***School Improvement: Growth & Change...In pursuit of excellence, the district will create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community. Parent and Community Involvement ...In pursuit of excellence, the district will utilize citizens' advisory committees to focus on short and long-term tasks.***

### **How do your goals support the DISD Board Goals?**

Students who enter high school with a long term education goal tied to a career action plan have less attendance problems, better grades and TAKS performance. If we can help provide an attainable future with each child, especially the free & reduced lunch child, then we can impact their future and our community social-economic makeup. ***Board Goals: ALL***



## Bilingual/ESL Summary Report 2007-2008

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### **Outstanding Achievements from 2006-2007 Goals:**

- Presented the SIOP I (FUSE) staff development to all campus administrators and over 100 K-12 classroom teachers.
- Piloted a successful Saturday school (SURF Camp) for over 50 bilingual students in grades 3-5 to accelerate the learning in the areas of reading and mathematics.
- Effectively implemented the first year of the Two-Way Dual Program at Wilson Elementary.
- Provided K-12 grade teachers a staff development on ESL methodology to prepare them for the ESL ExCET. Over 60 general education teachers have received their ESL certification through the “Grow Your Own ESL Certified Teacher Initiative.”
- Met AYP in all content areas in TAKS for ELLs, under the LEP indicator and progress/attainment of the English language under the TELPAS accountability system.
- A total of 5,756 pages were translated from English to Spanish.

### **Areas of Needed Improvement:**

- Provide research-based staff development for all general education and bilingual/ESL teachers on teaching the content effectively to ELLs. Also, develop students’ cognitive and linguistic ability during differentiated instruction to address targeted areas, as identified by PBMAS/TAKS performance indicators.
- Implementation of a consistent district-wide bilingual/ESL program to ensure ELLs are receiving appropriate services by a certified bilingual/ESL teacher.
- Offer bilingual-teacher support for the continuation Literacy Squared® implementation as a means for developing a trajectory toward biliteracy.
- Curriculum alignment of ESL elementary pull-out and middle school to raise rigor of instruction. Also, review and revise the high school ESL scope and sequence.
- Create a Spanish Science curriculum and enhance the campus Spanish Literacy Library and instructional materials.
- Raise parent awareness of bilingual/ESL programs.

### **How 2007-2008 Goals Will Improve Student Achievement**

The steady growth of the ELL student population demands continued implementation of best educational practices. Professional development will continue to be offered at all levels to better equip administrators, teachers and paraprofessionals to work with ELLs. The aim will be to make content more comprehensible and develop their academic English resulting in improved student achievement as indicated in the TELPAS and PBMAS. Updating and aligning the curriculum will promote a district-wide cohesiveness and will benefit all students; especially, those with high mobility.

### **How Goals Support the DISD Board Goals:**

#### **I. Vision ...**

- Develop a culture where learning is our first priority
- Remain committed to providing equitable and outstanding opportunities for every student on every campus

#### **II. Teaching & Learning...**

- Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
- Establish quality staff development programs and promote professional learning communities
- Stay abreast of and incorporate best practices into teaching, learning and leadership

### **III. Climate...**

- Celebrate and respect the diversity in our Denton ISD Community
- 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 as active citizens of their community, nation, and world

### **IV. Parent and Community Involvement...**

- Foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- Establish and promote programs to develop and enhance parenting skills and participation in the schools

### **VI. Growth & Change...**

- Review and adjust policies and procedures effectively 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

## Special Education Summary 2006/2007

### **Achievements from 2006/2007 Goals:**

- Completion of a comprehensive program evaluation for the department
- Completion of self-determination training for secondary students with disabilities
- Inclusion services for students with disabilities increased from two (2) new campuses in 2005/2006 to five (5) additional campuses for 2006/2007
- Promoted a uniform process for campus pre-referral
- Completion of LSSP trainings in a way that prepared the department to offer a **Year 1 Doctoral Internship program** for Licensed Specialists in School Psychology.
- Successful implementation of a Social Skills after school program for middle school students with Autism

### **Areas in need of improvement:**

- Full continuum of services for students with disabilities at the elementary level
- Increased participation of parents in parent activities
- Manageable caseloads for speech pathologists, occupational therapists and physical therapists
- Literacy development emphasis for students with disabilities
- Enhancement of activities to promote student success with post secondary goals thus improving the graduation rates for students with disabilities

### **How 2007-2008 Goals will improve student achievement:**

- Providing educational services for all students at their home campus will foster positive parent involvement
- The research indicates that students whose parents are engaged in their educational experience typically demonstrate academic success and increased social awareness
- With manageable caseloads service providers will be able to address students' educational needs better thus yielding greater gains for students
- Al Otaiba, S., & Lake, V. (2007) report that struggling readers demonstrate gains in reading fluency after exposure to individualized reading instruction/tutoring.
- Literate students who graduate from public school have a greater chance for success after high school- the National Center on Secondary Education and Transition reported in 2002 that American society can no longer afford to have students drop out of school because of the serious implications for social stability and economic development

**How Goals Support Denton ISD Board Goals:**

- **Parent and Community Involvement:**

Provision of services for all students at the home campus increases the likelihood of improving and sustaining parent involvement

- **Focus and Personnel:**

Allocating district resources in a way to streamline caseloads for service providers Allocating district resources in a way to provide enhanced literacy instruction for students with disabilities

- **Curriculum and Staff Development**

Provision of training for teachers in areas that will increase student achievement specifically in the area of literacy development

- **Counseling (Support Services)**

Addressing transition needs of students through all grade levels

Identifying ways to engage senior high level students so they are able to attain post secondary outcomes and will graduate from high school

## **GIFTED AND TALENTED SERVICES EIC SUMMARY**

### **Program Success**

The EXPO program has begun a rather significant transformation. The new testing instruments and procedures are now in place and the curriculum revision is upon us. The program is staffed with dedicated, passionate teachers that want the best for our special population of students. The state only funds gifted programs for 5% of their population. In 2005-2006, the program was serving 12% of our district population and beginning the 2007-2008 school year, we are currently serving 10%. With the new guidelines in place, this number will gradually come down to a more appropriate percentage.

#### Accomplishments:

- District Committee implemented
- Updated, less biased tests implemented
- Raised the gifted standard
- Moving forward with curriculum revisions
- Successful staff development for classroom teachers, EXPO teachers, administrators, and counselors was presented

### **Special Regional, State, and National Performance Recognitions**

#### Recognitions:

- Navo Middle School had a Destination Imagination team win 1<sup>st</sup> place at regionals and did very well at the state contest
- 22 seventh graders received State Recognition from the Duke Talent Search based on their SAT/ACT test results
- 1 Stickland seventh grader received Grand Recognition from the Duke Talent Search based on her SAT test results

### **Curriculum/Innovative Programs**

During the 2005-2006 school year, surveys were gathered from parents, students, administrators, and teachers regarding the needs of the gifted program. Data was researched and a GT Advisory Committee was formed, consisting of parents of gifted students, classroom teachers, EXPO teachers, counselors, curriculum directors, bilingual representatives, and community members. This diverse group represented elementary through high school levels and determined that the most critical need area was our testing

materials and procedures. Based on research derived from this committee, the necessary revisions to our materials and procedures were implemented with the 2006-2007 school year. Some of the updates included;

- New parent/teacher checklists
- New ability test
- New creativity test
- New qualifying scores
- Ongoing testing at the elementary level
- A District GT Selection Committee

These revisions will allow us to identify a truly gifted group of students with a definite academic need for gifted services. The feedback regarding these changes has been positive and takes us to our next step.

With the new assessment procedures in place, we will gradually be serving a truly gifted population, requiring our efforts to focus on providing a more rigorous curriculum to better meet the needs of these students. In order to do this, we have brought in a specialist, Ms Patricia Marcum-Lerwick, during the 2007-2008 school year to help us with this task.

## **Personnel**

In the EXPO program, we currently have 19 elementary teachers and 9 middle school teachers, all of whom have at least the minimum 30 clock hours of training as required by TEA to serve gifted students. Many have gone beyond and earned endorsements on their teaching certificates. In order to have the most experienced, educated, and certified teachers for the program, the goal will be to attempt to only hire gifted and talented teachers with the state certification on their teaching certificate. 30 clock hours of staff development may not adequately prepare a teacher for the unique needs of gifted children. To truly understand what the student needs, a deeper understanding into the gifted child's academic and social/emotional needs is required. In order to assure that we have quality teachers meeting the academic and emotional needs of our gifted students, this expectation is necessary.

## **Staff Development**

In 2006-2007, the gifted and talented teachers spent their district staff development days looking at the social/emotional needs of gifted children. The surveys from these workshops were very positive and many of the strategies presented have been implemented.

Additionally, 10 days of staff development was offered over the past year and was available to administrators, counselors, and regular classroom teachers. This training has allowed the administrators and counselors to receive their TEA GT requirement and many of our regular classroom teachers now have the 30 hours of TEA required training to serve gifted children. Although these teachers will not be EXPO teachers, they will be able to better serve the gifted children while in their classroom. These conscientious classroom teachers attended training during the summer, voluntarily giving up their personal days off to gain information regarding gifted children. We commend them for their commitment.

The three district staff development days during the 2007-2008 school year are being spent with Ms. Marcum-Lerwick delving deeply into Sandra Kaplan's Depth and Complexity Model along with H. Lynn Erickson's *Concept-Based Curriculum and Instruction*. With the new training being offered, we will begin writing curriculum suited to the new population we will serve. We will work towards this goal for the next 3 years until we have a complete and rigorous GT curriculum in place.

## **Areas in Need of Improvement**

### **TAKS:**

- Number of commended students should increase
  - A certain area will not be targeted, just raising the rigor in the classroom, encouraging creative problem solving, and using critical thinking will raise these numbers.
  - Gifted children are gifted in various ways, and we do not have them grouped by subject area of gifts.

### **Gifted Population:**

- The gifted population should mirror the population of the district. Gradually the new testing instruments will help this issue.
- Teachers are sent to training when opportunities are available.

### **Staff Development:**

- Regular classroom teachers need to better understand the needs of their gifted students in order to best meet their needs while in their classrooms.
  - We will continue to offer 30 hours of gifted training every summer so that the classroom teachers may better meet the gifted students' needs while in the regular classroom.
  - With this training, the regular classroom teachers will recognize the characteristics of gifted children and refer them for testing.

## DISD Board Goals

- I. Vision – all staff development days, meetings, and everything we do ensures that the classroom is always our first and foremost priority. The gifted program has adopted new testing materials that are non-biased and normed on a diverse group so we can ensure that we are offering equitable opportunities for every student on every campus. Our budget provides materials and staff development directly related to the gifted student’s needs.
- II. Teaching & Learning – We are spending the entire year’s staff development on making our curriculum more seamless and rigorous and full implementation is expected on each campus by every EXPO teacher. The 3 staff development days support the new curriculum. Additionally, we are offering staff development during the summer that will allow classroom teachers to gain information that will help them differentiate the curriculum for their gifted students.
- III. Climate – The EXPO program looks at every student on campus for possible referral to our program. Our revised curriculum provides more rigor and consistency throughout the district to help meet the academic needs of our gifted population. The affective section of the gifted scope and sequence works to instill a love of life-long learning and to see the importance of the global community in all that we do.
- IV. Parent and Community Involvement – We annually have meetings that are open to the community to give information about our program and the steps to be taken to have a child tested. The GT Advisory Committee will continue to meet as needed and is comprised of a variety of members including community members and parents.
- V. Human Resources – The GT Coordinator will screen all applicants prior to the principal’s interviews to ensure substantive experience in gifted education. We will encourage all teachers who serve gifted students to pursue state certification by taking the TExES exam.
- VI. Growth & Change – The revisions of our testing instruments, procedures, and curriculum reflect the growth and needs of the district. The affective section of the gifted scope and sequence addresses the stresses often experienced by gifted students.

## Appendix

**\*Total number of EXPO students 2006-2007**

	<b>Caucasian</b>	<b>Hispanic</b>	<b>African American</b>	<b>Asian/Pacific Islander</b>	<b>Native American</b>	<b>Total</b>
<b>Elementary</b>	<b>511</b>	<b>139</b>	<b>43</b>	<b>29</b>	<b>9</b>	<b>731</b>
<b>Middle</b>	<b>455</b>	<b>81</b>	<b>37</b>	<b>36</b>	<b>6</b>	<b>615</b>



<b>School</b>						
<b>High School</b>	<b>495</b>	<b>89</b>	<b>34</b>	<b>29</b>	<b>6</b>	<b>653</b>
<b>EXPO K-12 Total</b>	<b>1461</b>	<b>309</b>	<b>114</b>	<b>94</b>	<b>21</b>	<b>1999</b>

**\*Total number of EXPO students for 2007-2008**

	<b>Caucasian</b>	<b>Hispanic</b>	<b>African American</b>	<b>Asian/Pacific Islander</b>	<b>Native American</b>	<b>Total</b>
<b>Elementary</b>	<b>465</b>	<b>123</b>	<b>27</b>	<b>39</b>	<b>8</b>	<b>662</b>
<b>Middle School</b>	<b>474</b>	<b>102</b>	<b>40</b>	<b>41</b>	<b>6</b>	<b>663</b>
<b>High School</b>	<b>520</b>	<b>78</b>	<b>39</b>	<b>32</b>	<b>8</b>	<b>677</b>
<b>EXPO K-12 Total</b>	<b>1459</b>	<b>303</b>	<b>106</b>	<b>112</b>	<b>22</b>	<b>2002</b>

**\*Request for each campus available in GT office.**

**2006 and 2007 TAKS – GT Student Results**

	<b>2006 - % met standards</b>	<b>2006 - % commended</b>	<b>2007 - % met standards</b>	<b>2007 - % commended</b>
<b>Rdg./ELA</b>	<b>98.6</b>	<b>62.6</b>	<b>98.8</b>	<b>67.3</b>
<b>Writing</b>	<b>99.0</b>	<b>59.5</b>	<b>99.8</b>	<b>70.3</b>
<b>Math</b>	<b>97.6</b>	<b>58.8</b>	<b>98.1</b>	<b>61.9</b>
<b>Science</b>	<b>97.0</b>	<b>43.5</b>	<b>97.2</b>	<b>56.5</b>
<b>Social Studies</b>	<b>99.4</b>	<b>71.8</b>	<b>99.8</b>	<b>73.4</b>



## **Federal Programs and Grants** 2007-2008 Accomplishments and Initiatives

"Learning to move toward our goals one step at a time."

### **2006-2007 Accomplishments**

- Navo Middle School became a targeted assistance campus (Ib)
- Provided extended day and extended year programs (Ib)
- Funded mentors and tutors to accelerate instruction in reading and math (Id)
- Provided staff development opportunities, such as CAST, IRA, SALSA, Differentiated Instruction (IIc)

### **2007-2008 Initiatives and Accomplishments**

#### **School Improvement (Ia, Ib, Ic, IIe, II f)**

- All requirements relative to the required Title I Parent Involvement Policy (Plan) have been communicated to school administrators. A quarterly parent newsletter has been provided to assist in the communication with parents. Monitoring will occur to strengthen the plan.
- Each campus developed a Comprehensive Needs Assessment (CNA). The CNA and Campus Improvement Plan have been used in developing campus budgets and directing expenditures of Title funds. Campuses purchase materials that are supplemental and research-based.
- Assisted Denton High School with district in-lieu of Title funds for the purpose of implementing a math tutorial program in coordination with the University of North Texas, furthering the IB program, and purchasing supplemental materials.
- Director visits each campus every 4 to 6 weeks to discuss campus plans, budgets, or specific areas for that campus.
- Collaborated and planned with private schools, Cumberland Children's Home and Sparks Campus.

#### **Staff Development (IIc)**

- Provided Focus Universal Strategies for Everyone (FUSE) Training for all 2nd through 5th grade teachers on the elementary Title campuses for three days during the fall semester. The staff development utilized the Sheltered Instruction Observation Protocol Model.
- Implemented Pinpointing for Middle School teachers which included meeting four times during the school year. This provides planning for the department leaders.
- Attend conferences and workshops to understand No Child Left Behind Act 2001 and to ensure that Denton ISD is in compliance in all areas. For example: ACET Conference, Region XI Workshops
- Additional time devoted to Title campuses in need of assistance, attending Region XI Workshops for low performing, meeting individually with principals, and extending FUSE training to special education and special program teachers
- Conducting monthly Title I Administrator meetings to provide training, share ideas, distribute monthly expenditure reports, and dialogue about current issues.
- Coordination with various departments has been a critical component to communication, implementation and quality staff development. The curriculum department, bilingual/ESL department and business office have been key contributors.

#### **Budget (Id)**

- Input from each department has guided the development of a budget for the 2007-2008 school year for each of the federally funded programs.
- Campus secretaries have been trained regarding allowable use of Title funds and a spreadsheet was developed specifically for the tracking of Title expenditures. Individual meetings (tutorials) have been provided to assist with this new process.

# SUMMARY REPORT

## Social Work Services

### Outstanding achievements from 2006-2007 Goals:

- Students' medical and basic need referrals were accomplished by community outreach. Worked with County Probation Department Social Worker to set up an account at a local pharmacy to assist with prescription medications for needy students.
- The Kroger Company's "Fresh Steps for Success" awarded this office forty-five Payless shoe vouchers which were used to provide shoes for students throughout the district.
- Assisted Counseling Department and community leaders in the planning and coordination of a parent meeting to address immigration issues.
- Sponsored a district wide training for registrars and school personnel to ensure that we operate within the legal compliance of the McKinney Vento Homeless Act
- With the assistance of high school teachers, identified twenty students to receive training and participate in the IRS's Volunteer Income Tax Assistance (VITA) program. Once trained, the students prepared basic tax returns for families with annual income that does not exceed \$40,000.
- Assisted with the coordination and revitalization of Family Connection—a district wide parent outreach 'umbrella program' with the primary goal being to increase parent involvement. Twenty six counselors and staff have been trained as facilitators in the Practical Parent Education Model. Our series of bilingual parenting sessions, First Tuesday's, were offered in February, March, April and May 2007. North Pointe Family Center/UBH sponsored the refreshments for the participants; university and high school students provided the child care. The attendance for these sessions ranged from 45 to 65 parents and averaged approximately 60 children.
- Identified and tracked approximately 338 homeless students. Once students are referred, contact is made with parents for assessing needs of students. They are provided with school supplies, meals, transportation, clothes, etc. Parents are referred to community resources to assist in stabilizing the student's environment.
- Supervised a TWU undergraduate and two graduate interns from UTA.

### Areas in need of improvement:

- More efforts need to be made to reach the parents of preschoolers so that their children can be school ready.
- After hours support groups for parents and students that focus on relevant issues need to be offered within the district.
- District Social Work Philosophy, Mission Statement, and Procedures need to be clarified in writing to increase understanding and communication with stakeholders.

### 2007-2008 Goals will improve student achievement:

- Strengthen the departmental collaboration that will support student achievement.
- Continue to offer evening programming that will support families and students addressing critical issues that hamper academic success.
- Written procedures will in the long run reduce referrals to the District Office by increasing the knowledge of direct referral systems for the counseling staff.
- Decreased referrals will give the Social Worker more time to expand programming to benefit families and case manage more effectively fewer referrals.

### Goals support the DISD Board Goals:

- VI Growth and Change: Our district is experiencing a tremendous growth of a diverse population. That requires innovative programming that positively impacts student performance.
- Vision I: Educate parents on the academic requirements and expectations that enable their students to excel.
- Parent and Community Involvement IV: Outreach to and involvement of parents is crucial in order that they take ownership and responsibility for their children's education. Community involvement makes it possible for the district to provide needed resources for our most vulnerable students and their families.

# Summary Statement

## Health Services/Wellness

### Outstanding Achievements from 2006-07 Goals

In Health Services and Wellness, we:

- ✓ filled open school nurse positions with highly-qualified RNs, maintaining a high level of health services for the 19,000 plus students. Our nurses had a combined years' experience of 572 years of nursing practice in a variety of fields. The nurses documented 78,392 student visits over the year for health/injury related concerns, and, additionally gave 36,004 medications/treatments without error, a phenomenal accomplishment in any healthcare setting. They conducted over 16,000 state-required screenings (vision, hearing, spinal, and pre-diabetes) and made subsequent referrals for needed health care and medication therapy, dental care, social services, physical therapy, eyeglasses, hearing aids, and other medical services to help ensure that each child has the best possible chance of being successful at school.
- ✓ presented over 2,600 hours of classroom health instruction on topics such as handwashing, pediculosis prevention, nutrition, safety, child abuse prevention, STDs, CPR and choking maneuvers, first aid and other age-appropriate health topics
- ✓ conducted faculty/staff wellness presentations on various topics and helped coordinate the Principal Wellness assessment visits
- ✓ provided flu shots at each building, immunizing 1312 employees
- ✓ provided wellness activity classes for 153 employees (yoga, pilates, aerobics, nia, step classes, ball classes, turbo kick, boot camp, and resistance training)
- ✓ contributed to staff wellness by assessing, assisting, screening and referring employees in 15,207 documented employee visits to the health room, and helping conduct assessments on wellness day for 216 employees and their adult family members
- ✓ collaborated with campus counselors and other support services to provide case management for students at risk

- ✓ maintained a substitute RN pool (hiring, orienting, evaluating) of 26 nurses, resulting in only one and a half days without on-site nursing coverage (a sister school nurse and the director are always on call for emergency situations)

## **Areas in Need of Improvement**

Improve staffing ratios to meet recommendations of NASN and Healthy People 2010

## **How Health Services Goals Support Board Goals**

**FOCUS** - our priority is supporting student success in the classroom, evidenced by the attention to each individual student's healthcare needs and the prompt nursing interventions, resulting in the child's healthier return to the classroom as quickly as possible

**CURRICULUM AND STAFF DEVELOPMENT** - school nurses meet as a group on staff development days to spend time learning and sharing methods of improving knowledge and school health practice. The director and "big sisters" serve as clinical leaders in the department, and each professional nurse has the opportunity to share best practices at monthly nurse meetings. We also conduct New Nurse Academy to provide a foundation for consistent standards of practice for our "newbies" during their first year.

**COUNSELING** - school nurses collaborate closely with the school counselors in student safety, mental health and parenting issues, and provide individual health counseling to students, their families, and campus colleagues. Our school RNs provide a much-needed role as "health counselor" for these groups through classroom instruction and one to one counseling in the health room.

**PARENT/COMMUNITY INVOLVEMENT** - school nurses make numerous parent contacts each day, in person and by phone, providing many opportunities for promoting the district and health practices in a positive way. They conduct parent meetings each year to inform parents of health education classes in sensitive areas of growth and development and human sexuality, and have an active presence at registration, parent orientation and PTA functions. Our school nurses also interact with a variety of agencies and health facilities in their efforts to help students and their families access appropriate care. The School Health Advisory Council (SHAC) provides a means for parent input on health education and health services for our district.

Additionally, each nurse and the director maintain individual websites to provide ongoing up-to-date information for parents, employees, and the community on health, safety, and wellness information.

## **HOW 08-09 GOALS WILL IMPROVE STUDENT ACHIEVEMENT**

A focus on Coordinated School Health, using the eight-component Comprehensive School Health Model will benefit our students, their families, our employees, and the Denton community by supporting all facets of health and wellness. The foundation of health and safety documented in Maslow's Hierarchy is well-suited to student achievement and success - just as our health services motto declares - "Healthy students make better learners!"

**SCHOOL AGE PARENTING PROGRAM  
SUMMARY REPORT FOR EDUCATIONAL IMPROVEMENT COMMITTEE**

**Outstanding Achievements from 2006-2007 Goals**

1. Compensatory Education Home Instruction (CEHI), through Pregnancy Related Services, served a total of 48 students and each returned back to full time instruction.
2. Compensatory Education Home Instruction (CEHI) was increased to a full time position.
3. The School Age Parent Program provided services to 182 students, male and female.
4. The School Age Parent Program provided services to 108 students who were pregnant.
5. Thirty eight students completed their credits to graduate from High School. Eight students returned to take one or more parts of the TAKS test.
6. The School Age Parent Program was placed under the umbrella of the Counseling Services Department. As a result, our program discovered an increased opportunity for collaboration and integration at a campus and district level, due to the supervision and guidance of Melanie Lewis, Director of Counseling Services and Jamie Wilson, Deputy Superintendent.
7. The School Age Parent staff was provided information and encouraged to attend professional workshops and staff developments that enhanced our professional development and provided us the opportunity to build on our body of skill and knowledge.
8. The Coordinator of the School Age Parent Program was trained in Practical Parenting Education and facilitated parenting classes on First Tuesdays, in the spring of 2007.

**Areas in Need Of Improvement**

1. The School Age Parent Program was given a ½ unit to hire a parenting education instructor for Ryan, Denton, and Guyer High Schools. Due to the new graduation requirements, very few students enrolled in the class, so a teacher was not hired. I would like to request the ½ unit be utilized for a social work position and further request the position be upgraded to a full time position. We would prefer this position to be filled by a bi-lingual social worker
2. The School Age Parent Program had 15 second pregnancies. We attended several workshops to help us better understand and develop preventative strategies to combat the trend. The demographics of the students in our program have changed over the past several years. Today, our students are Hispanic, 14-15 years of age at the time of their first pregnancy, and remain in a relationship with the father of their baby, who is usually older and not in school. We must address the barriers to communication and delivery of services to the students and be aware and sensitive to the diversity in respect to education, family and religiosity.

3. The new graduation requirements are making it increasingly difficult for the students in the program to graduate on time. They enter the program behind and the pregnancy exacerbates the problem. We need to be as pro active in meeting their academic needs, as we are in meeting their social, emotional and medical needs.

### **How 2007-2008 Goals Will Improve Student Achievement**

The School Age Parent Program is designed to provide services and support to pregnant and parenting students that will allow them to graduate from high school and have the skills to be good parents. We are not a pregnancy prevention program, but a dropout prevention and dropout recovery program. By the time a student is referred to us, they may already have educational deficits, as well as problems both at home and at school. Our program provides students access to the full range of educational opportunities and options within our school district. We are prepared to advocate for the unique and challenging needs of our students at a community and district level. Our social work skills are especially well suited to providing case management for each student. We deliver wrap around services, such as crisis intervention, childcare, transportation, and assistance in applying for and receiving services from governmental agencies and community resources for our students and their families. Our students are provided with a broad range of preventative services designed to meet the needs of our unique populations, through information, referral and presentations on domestic violence, health care, Early Childhood Intervention, Car Seat Safety, and Child Support through the PAPA curriculum and the Attorney General's Office. Our staff is available and accessible to the students in the program and we take responsibility for making a positive impact on their physical, social, and academic well-being. The program is a comprehensive, integrated, community linked program that supports a seamless, cost-effective service system for our students from entry into the program until they graduate from high school. We make every effort to maximize the potential of each student. It is our belief that the earlier we are able to intervene on behalf of our students, the better equipped we are to improve their school functioning, support the campuses, and assist our students to take responsibility for and develop their capacity as students and parents. We believe the school district, through programs for all at risk youth, provide the students with the resources to withstand and rebound from disruptive challenges, strengthened and more resourceful. The work we do is also about the future. The School Age Parent Program has been providing services to pregnant and parenting teens since 1991. Their children are most likely enrolled in a school within our district or will be soon and this should motivate and instill in each of us a sense of direction and purpose.

### **How Goals Support Denton ISD Goals**

- **Focus:** We will provide a comprehensive school based program, aimed at assisting pregnant and parenting teens to stay in school, while assuming the role of a parent.
- **Counseling:** We will provide individual, group, and family counseling to enhance academic, emotional, physical and economic growth and support to the participants in the teen parent program.



- **Parent and Community Involvement:** We will coordinate and collaborate services and resources across agencies and provider organizations; host teen parent activities; continue Early Literacy collaboration with Denton Public Library to encourage parental concern and support for their child's success in school; remain involved in the district wide initiative of Parent Education.
- **Curriculum and Staff Development:** We will attend specialized trainings which support our staff and help us to develop resources that will sustain and strengthen the services provided to at risk youth; participate in workshops and conferences through Counseling Services; utilize the knowledge, support and resources of Counseling Services, Student Assistance, Health Services, and Social Work Services; extend our assistance and effort to the campuses where we work, for all at risk youth.
- **Growth:** We will face the ongoing challenge to provide quality and consistent services, effectively and efficiently to the students in the School Age Parent Program. We strive to support the campuses and the district in a manner which is professional, dependable, and ethical, within a framework of cooperation and collaboration.
- **Personnel:** We will ensure that our staff is ethical, uses critical thinking and implements best practices in our work within the district.

## Counseling Summary Report for EIC

### Outstanding Achievements from 2006-2007 Goals

1. **Counseling Services Department** moved from the Curriculum Division to Academic Programs and the sections for Counseling, Social Work and Student Assistance are now all housed together in the Central Administration Building as of January 2007. School Aged Parenting program joined the Counseling Services Department in the spring of 2007 and took over home-bound education services from Social Services beginning in 2007/08.
2. **Student Assistance Counselor** position was added to DHS in spring of 2007 and to RHS and GHS in the fall of 2007, bringing full coverage for crisis counseling and student assistance programming to all secondary campuses.
3. **Counseling Services Department** grew from 55 in 05/06 to 65 in the fall of 07. An 80% position is shared by 4 elementary schools beginning in Nov. 07.
4. **District Wide Parenting Program** began in Spring 07 with the training of 21 district counselors in the national Practical Parenting Education model from Plano ISD.  
“First Tuesdays” parenting classes in both English and Spanish were offered for all district parents at DHS on the first Tuesday of February, March, April, and May of 2007. Partnership with University Behavioral Health Hospital, Title I, and Counseling Services made the program possible. For 07/08 the program has moved to Newton Rayzor Elementary to better utilize facilities for childcare.
5. **Bully Prevention Guidelines** were implemented district-wide in the fall of 2007 and Bully Prevention and Character Education were stressed in all elementary guidance programs.
6. **Middle School Counselors** actively supported the “College Ed” program from College Board which was made available to 7<sup>th</sup> graders across the district last year, and participated in Region XI “Gear Up for College” training.
7. **“College Admissions” program** at the Nortex Fair for 06/07 was presented by DENTON ISD counselors. The presentation was also made for the Superintendent’s cabinet.
8. **High School Counselors** collaborated to create a district wide handbook for Juniors and Seniors that was printed and distributed in the Spring of 07 and posted online. A similar book for 9<sup>th</sup>/10<sup>th</sup> graders was recently completed.
9. **2006/07 Training for Counselors included:**
  - **“Roles & Goals”** (shared training with Special Education LSSP’s and Diagnosticians)
  - **“Ethics for Mental Health Professionals”**
  - **“Drugs and Addictions”**
  - **“Solution Focused Brief Therapy”**
  - **“ADHD”**
  - **“It’s Not Just Jenna”** (with Child Advocacy Center, Denton Police, CPS)
  - **CISM** Critical Incidence Stress Management

**10. Life Track program** exit survey for district seniors began with the class of 2007. 777 students on 3 campuses responded to questions about post-high school plans; school rigor and relevance, transition to college and work, and issues contributing to school climate. Campuses are using data as measures for goal setting.

**11. Director of Counseling** presents program at TACES (Texas Association of Counselor Educator and Supervisors) Conf. in Austin Feb. 07 ; and presents at TCA state conference in Corpus Christi Nov. 07; Serves on state counseling association Communications committee 06/07 and 07/08; serves on College Board Local Arrangements committee for SW Regional Forum in Frisco, Jan. 08; MACES (Metro Area Counselor Educators and Supervisors) was hosted by Counseling Services in the Fall of 07 at the ATC.

### **Areas in Need of Improvement:**

**1. Measurable Goals:** .The strength of counselors has always been relationship building in order to bring about positive change, but the weakness of counseling programs in general has been the vulnerability of time on task for counselors. As a result, counselors are often diverted from what they do best (relationship building and skill building) to non counseling duties that are more administrative in nature. By creating measurable goals that are linked to campus and district goals, counselors will be able to demonstrate their effectiveness in bringing about change. The more accurately that positive change is measured, the more likely it is that the counselor's time on task will be protected.

**2. Tracking District Implementation:** At the district level, it is important to have a way of measuring how far we have come in implementing the state counseling plan and in creating action plans to address identified implementation gaps. Data-driven programming is fairly new in the field of counseling and requires on-going training, practice, and evaluation.

### **How 2007—2008 Goals Will Improve Student Achievement**

The plan for Counselor Academy training in 2007-2008 will help counselors become more aligned with the campus mission and better able to support student achievement through programs and interventions designed to meet specific campus needs. Districts which have successfully made the transition from counseling as an ancillary service to a planned program, report that focus on campus and district goals made all the difference, and as a result counselors are seen more than ever as a part of the campus team. Counselor Academy will give counselors the tools to build a structure for counseling programs that will demonstrate their effectiveness through application of counseling strategies to academic, behavior, social, and attendance issues that affect student achievement.

Evaluating district progress at implementing the state counseling plan during the third year of that process will give us the information we need to make necessary design adjustments for the next three years. Research shows that students who attend schools with fully implemented comprehensive developmental guidance and counseling programs are more likely to be successful on academic measures than those who attend schools without such programs.

## **How Counseling Goals Support the DISD Goals:**

**Focus:** Counselors support the creation of a positive school climate, which is essential for successful learning.

**Staff Development:** Counselors participate in district training to maximize their professional effectiveness and continued growth.

**Curriculum:** Counselors support DISD curricular goals through development and delivery of a guidance curriculum addressing local needs and state-mandated programs.

**Counseling:** Counselors integrate programs, especially at transition grades to inform and involve parents and to prepare students.

**Parent and Community Involvement:** Counselors serve as the school / parent / community link to encourage parent participation, communicate student progress, and support the learning process. Counselors facilitate referral and communication with community based organizations that provide additional services for parents and their children.

## Adult, Community Education, and Extended School Day Programs Summary Report

### **Outstanding Achievements 2006-2007:**

- Fully implemented state mandated assessments for ESL & GED programs 6 months before the deadline
- ESL students won 1<sup>st</sup> & 2<sup>nd</sup> places in the Plano Book festival's essay contest in 2006-2007 school year
- Ranked # 4 statewide among all adult education programs for the highest percents of students earning their GEDs
- Passed TEA/ Texas LEARN state audit for Adult Education programs .
- Expanded Community Education program offerings by 7 new classes
- Implemented another new Extended School Day Program at Savannah elementary .
- Expanded the Extended School Day program to all elementary schools and increased enrichment collaboration projects with UNT TWU, Denton Fire, City of Denton Re-Cycle Program, Denton Police Department and other community agencies.

### **Areas in Need of Improvement:**


- Will continue to expand Community Ed. programs by offering more self-help and workforce skills classes each year
- Will add Extended School Day sites to all new elementary schools within Denton ISD
- Will pilot an extended school program at one middle school campus
- Will continue to implementation of state-wide standardized assessments for Adult Ed. programs

### **How 2007-2008 Goals Will Improve Student Achievement:**

- Increased participation in Extended School Day enrichment programs will help promote active learners and encourage students to become more engaged in school activities. Enrichment activities include TAKS remediation, computer literacy, and fine arts programs.
- Restructured and new Adult & Community Ed. classes will continue to help students achieve both their personal and professional goals and promote lifelong learning.

### **How Goals Support the DISD Board Goals:**

- *Parent and Community Involvement:* Adult & Community Ed. and Extended School Day programs encourage participation in programs that promote lifelong learning.
- *Staff Development:* Continued emphasis on improving teacher's effectiveness will increase student involvement and student success in our program as well as out of the school environment.
- *Personnel:* Our diverse workforce is committed to providing the best learning environment for our students. Denton ISD employees, staff and students from both local universities and other community members staff our after-hours programs




**DIVISION OF HUMAN RESOURCES**  
**SUMMARY REPORT**  
**2007/2008**

**BOARD GOALS FOR PERSONNEL:**

- Develop and expect a uniformly high level of professional performance in teaching staff.
- Hire every teacher in every classroom because of their substantive experience in the discipline they are teaching, rather than because of auxiliary functions.
- Encourage teachers to earn a Master's degree within 5-7 years of employment.

**ACCOMPLISHMENTS/ACHIEVEMENTS**

- Completed a rigorous recruiting campaign.
- Maintained 98% staffing rate among administrators, professional support and paraprofessional staff.
- Maintained 95% staffing rate among operational employees.
- Outsourced some duty functions within the Division of School Operations (Maintenance and Custodial).
- Continued compliance with NCLB staff requirements.
- Staffed successfully staffed two new elementary schools, additional staff at Guyer High School and several district-wide positions.
- Established a minimum (\$1750) salary pay differential between bachelor's and master's degrees and between master's and doctorate's degrees.
- Increased substitute teacher daily rate.
- Implemented a new On-line Application System
- Implemented a new web-based, research based, talent assessment/screener for teacher applicants.
- Implemented a new web-based, talent assessment/screener instrument for campus administrator applicants
- Updated to a new web-based substitute employee "calling system".
- Implemented provisions of Senate Bill 9 pertaining to employee background checks and fingerprinting.
- Reviewed and adjusted Academic, Athletic and Administrative Stipends.
- Increased Staff in the Division of Human Resources



**DIVISION OF HUMAN RESOURCES  
SUMMARY REPORT  
2007/2008**

**AREAS OF NEED AND CONCERN**

- Need to continue to monitor and adjust salary schedules and pay structures.
- Need to initiate a time keeping system for paraprofessionals.
- Study the benefits of an “in-district” teacher job fair.
- Continue professional development of administrators/supervisors in effective employee supervision and documentation.
- Provide cultural diversity and awareness training for all employees.

**IMPACT ON STUDENT ACHIEVEMENT**

- Highly qualified, competitively compensated instructional staff directly impacts student learning and achievement.

**SUPPORT OF BOARD GOALS**

- The board goals are the very essence of the function of the personnel office.

DISTRICT: DENTON INDEPENDENT SCHOOL DISTRICT

MEMBERS - DISTRICT LEADERSHIP TEAM:

Ross Keith 5/5/08  
Signature Date

[Signature] 5/5/08  
Signature Date

Carrie A. Martin 5-5-08  
Signature Date

Roger D. Rutherford 5/5/08  
Signature Date

Robin Mayes 5-5-08  
Signature Date

Melody E. Pine 5-5-08  
Signature Date

Melanie Lewis 5/5/08  
Signature Date

[Signature] 5-5-08  
Signature Date

Helen J. Keizer 5-5-08  
Signature Date

Nal Morgan 5/5/2008  
Signature Date

Missy Chavez 5-5-08  
Signature Date

Karla Cunningham 5-5-08  
Signature Date

Armona Murray 5/5/08  
Signature Date

Jill Arnold 5-5-08  
Signature Date

Christine Maroon 5-5-08  
Signature Date

[Signature] 5/5/08  
Signature Date

Becky Ferguson Smith 5/5/08  
Signature Date

[Signature] 5-5-08  
Signature Date

[Signature] 5/5/08  
Signature Date

Yetta Smith 5-5-08  
Signature Date

Robyn Mullendore 5-5-08  
Signature Date



**DISTRICT: DENTON INDEPENDENT SCHOOL DISTRICT**

**MEMBERS - DISTRICT LEADERSHIP TEAM:**

<u>Marta Couch</u> Signature	<u>5/5/08</u> Date	<u>Mimi Hately</u> Signature	<u>5/5/08</u> Date	_____ Signature	_____ Date
<u>Anne Lee</u> Signature	<u>5-5-08</u> Date	<u>Christina Hill</u> Signature	<u>5-5-08</u> Date	_____ Signature	_____ Date
<u>Christene Jacobsen</u> Signature	<u>5/5/08</u> Date	_____ Signature	_____ Date	_____ Signature	_____ Date
<u>Natalie Macd</u> Signature	<u>5/5/08</u> Date	_____ Signature	_____ Date	_____ Signature	_____ Date
<u>[Signature]</u> Signature	<u>5/5/08</u> Date	_____ Signature	_____ Date	_____ Signature	_____ Date
<u>Christina Spearman</u> Signature	<u>05-05-08</u> Date	_____ Signature	_____ Date	_____ Signature	_____ Date
<u>Jessie Taylor</u> Signature	<u>5-05-08</u> Date	_____ Signature	_____ Date	_____ Signature	_____ Date