Braswell Zone

Campus Improvement Plan 2019-20

Braswell High School

Campus Improvement Plan 2019-20

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Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Mission and Values

District Mission

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

School Mission

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

Core Values

Embracing transparent communication

Growing together

Developing the whole learner

Collaborating to improve learning

Celebrating common successes

WIG 1: Establish and facilitate systematic processes for faculty and staff that include professional development opportunities, collaborative data analysis, student intervention development, and research-based instructional strategies that promote the closing of achievement gaps and increased student achievement among all student groups by May 2020.

Leads/Action Steps	Person(s)	Fund/$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Administrators will establish goals for the number of walk throughs to be conducted during the school year (80/mo)	Admin			Monitoring and feedback of instructional standards between administrators and teachers	Teachers are receiving relevant feedback that help facilitate the T-Tess process in the Spring	October January March May
BHS Administration will develop and facilitate a comprehensive PLC plan that includes PLC requirements, data analysis, professional development, Instructional Norms, common assessments, and a communication plan	Admin; Teachers, Instructional Coach, ITS			Teachers are meeting in their PLCs at least twice a month	Instruction is aligned; State Standards are being taught with fidelity; STAAR scores increase in all areas	November January March May
BHS Administration and teacher leaders will support classroom teachers with classroom management tools to handle discipline and technology issues to promote a positive learning environment	Admin; Teachers, Instructional Coach, ITS			Management issues addressed at least once a month; scheduled PD that targets classroom management 1/mo	Reduction of discipline referrals; positive feedback on engagement survey	November January March May
Administrators and teachers will communicate and facilitate Instructional Norms in the classroom	Admin, Teachers			Teachers are meeting and planning together regularly, walkthrough data indicates elements are in place	Instruction is aligned; State Standards are being taught with fidelity	November January March May
Teachers will incorporate Digital Learning Management System in their weekly lessons for students	Lead Teachers, Teachers, Admin, ITS			Teachers will add their evaluators to their Google Classrooms, on-going PD for teachers; teachers engage in Google Educator certification trainings	Teachers are receiving relevant feedback that help facilitate the T-Tess process in the Spring Instruction is aligned; State Standards are being taught with fidelity	November January March May
Administrators will equip teachers with data to inform instruction and identify students in need of interventions. Provide teachers with professional development to support the analysis of data to inform instruction	Testing Coordinator; Admin; Teachers	Possible Ed Lv days		Teachers will work to create and use common assessments. Teachers will use data from common assessments and other sources to inform instruction and provide	Increased STAAR scores; fewer STAAR retesters; Increased quarter grades	October December February April

WIG 1: Establish and facilitate systematic processes for faculty and staff that include professional development opportunities, collaborative data analysis, student intervention development, and research-based instructional strategies that promote the closing of achievement gaps and increased student achievement among all student groups by May 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				targeted interventions		
Department Heads and Administrators will work to establish vertical alignment practices among elementary, middle school, and high school teachers.	Lead Teachers, Admin	Possible Ed. Lv		Teachers will visit feeder schools and collaborate with colleagues from feeder schools.	Instructional practices are vertically aligned, including vocabulary and technology practices	December February April May
The science department will work to have 91% of all students pass the STAAR exam by June 2020	BHS Science Dept			Establish tutorials for STAAR testers in September for the December administration and February for Spring administration; Lesson plans in classrooms; Instructional Norms reflected in plans; Regular PLCs taking place; Biology teachers will develop and administer a benchmark test to ID students in need of added support.	December STAAR scores; Spring STAAR scores Increased number of passing students per quarter	October November January March Ma
The math department will increase the percentage of students mastering the Algebra EOC exam by June 2020 (24-26%)	BHS Math Dept.; Admin			Establish tutorials for STAAR testers in September for the December administration and February for Spring administration; Lesson plans in classrooms; Instructional Norms reflected in plans; Regular PLCs taking place; Math teachers will develop and administer a benchmark test to ID students in need of added support.	December STAAR scores; Spring STAAR scores Increased number of passing students per quarter	October November January March May
The tested subjects will work with MTSS and interventions so that 50% of retesters are successful in December 2019.	All departments; MTSS committee;			Targeted Saturday tutorials for retesters ID all students who have	December test scores	October November December

WIG 1: Establish and facilitate systematic processes for faculty and staff that include professional development opportunities, collaborative data analysis, student intervention development, and research-based instructional strategies that promote the closing of achievement gaps and increased student achievement among all student groups by May 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Falola			not passed STAAR test		
The math department will increase the AP test scores by 10% across the subjects by attending AP training and offering better exposure to test-like questions in classes.	Dieterich, Parsons, Delaney			Teachers attended summer AP training, lesson plans reflect additional curriculum. Practice test will reflect increase in performance.	Increase in AP participation and scores in May	October February March May
The English department will work to have 68% in English I and 72% in English II pass the EOC exam by June 2020 by using benchmark assessments to gather data on student progress	BHS English Dept., Testing coordinator, Administration	Grading day for teachers		Establish tutorials for STAAR testers in September for the December administration and February for Spring administration; Lesson plans in classrooms; Instructional Norms reflected in plans; Regular PLCs taking place; English teachers will develop and administer a benchmark test to ID students in need of added support.	December STAAR scores; Spring STAAR scores Increased number of passing students per quarter	October November January March May
The English department will work to increase the number of students attending out of class tutorials	BHS English Dept./MTSS			The department will develop a tutorial plan to communicate with students and parents;	Increased student quarter grades	November February April May
The social studies department will work to have 95% of all students pass the US History STAAR exam by June 2020	Social Studies Dept.			Establish tutorials for STAAR testers in September for the December administration and February for Spring administration; Lesson plans in classrooms; Instructional Norms	December STAAR scores; Spring STAAR scores Increased number of passing students per quarter	October November January March May

WIG 1: Establish and facilitate systematic processes for faculty and staff that include professional development opportunities, collaborative data analysis, student intervention development, and research-based instructional strategies that promote the closing of achievement gaps and increased student achievement among all student groups by May 2020.						
Leads/Action Steps	Person(s)	Fund/$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				reflected in plans; Regular PLCs taking place; Social studies teachers will develop and administer a benchmark test to ID students in need of added support.		
The special education department along with core content areas will develop intensive intervention strategies for sped students taking STAAR in December and in the Spring. (0/5) Closing the Gaps Status	Sped Dept./Testing Coordinator/ MTSS committee			Monthly data dig meetings with department heads, admin and testing coordinator; Strategic tutorials with sped students	English I, II and Algebra I benchmark scores will increase over time, Number of students passing STAAR EOC will increase	October November February March May
We will gather data to determine the impact of student learning in blended learning classes versus traditional classrooms	E. Lowery, J. Garison, Dept. Head, Admin, ITS	2 sections		Two blended learning psychology classes will be offered in the master schedule	Quarterly grades, attendance in class, number of students requesting class in spring	October December March May
100% of all BHS graduates will meet the CCMR criteria by June 2020	Admin, all teachers, Testing Coordinator			Establish baseline percentage data based on last year's data of TEA recognized criteria; Identify students who are lacking any criteria, provide numerous opportunities for students to accomplish CCMR	100% of 2020 BHS graduates will be considered CCMR	October December March May

WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, programs and communication that will build collegiality among all stakeholders by June of 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will communicate with parents regularly when students are not progressing in class.	Teachers			Establish a baseline for number of complaints from parents of failing students	Parents are more involved with students' progress; Increased student passing percentage; Increased ADA	October December March May
Administrators will meet monthly with student leadership to help facilitate student communication.	Admin; StuCo sponsors; students			Monthly meetings are on the calendar	Development of student programs and outreach	October December February May
BHS Admin will send out regular communication via email to parents with information about upcoming events for the school.	Admin	School Messenger		Parents receive communication via email and social media	Parents are informed about school activities.	November February April
The Counseling Department will establish a goal(s) that address the transition of students from other high schools to Braswell HS.	Counselors			Goals are in department plan	Student climate survey	Every month
The World Language Department will work with the ESL teacher and coordinator to identify new immigrant students to provide translated information and other on-boarding activities for new students.	World Language Dept; ESL teacher; ESL Coordinator; WL upper-level students			Communication to families and students will be translated more frequently	Increased number of new LEP students involved in outside activities	October December March May
The World Language Department will hold two bilingual parent meetings for Spanish-speaking parents (Fall/Spring) covering important student/family information.	World Language Dept; Admin			Scheduled meetings on calendar	Increase the number of diverse parent active involvement in booster clubs, PTSA, and other volunteer campus activities	October December March May
BHS Student Groups will work to develop a partnership with Bell Elementary for an ESD Mentorship program for students.	Admin, StuCo, TAFE, NHS			Students will travel to Bell once/twice per week to engage ESD students	Increased number of BHS students engaged in meaningful after school	October December March

WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, programs and communication that will build collegiality among all stakeholders by June of 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					activities	May
BHS Admin will increase the opportunities of direct communication.	Guajardo/Ice			CT once per quarter	Increased staff retention year to year; More positive engagement survey feedback; increased number of professional staff sponsoring organizations/activities	September November February April
Each week a Staffer of the Week will be recognized for exceptional work.	Admin; Admin Asst.			Recognition through morning announcements, marquee, highlighted on digital boards	Increased staff retention year to year; More positive engagement survey feedback; increased number of professional staff sponsoring organizations/activities	Monthly
BHS will recognize a faculty/staff member for a Heart of Braswell award.	Admin, Leadership Team			Awardees recognized on digital monitors; semester awards recognition	Increased staff retention year to year; More positive engagement survey feedback; increased number of professional staff sponsoring organizations/activities	October December March May
Faculty/staff members' Strengths will be identified and used to build relationships with each other.	S. Campbell (Strengths Champion), Admin			Strengths bulletin board, Strengths "moments" in Monday Memo, Strengths highlighted on digital boards	Increased collaborative efforts amongst staff members	Monthly
During each faculty meeting, a paraprofessional will be recognized for exceptional work.	Admin, Dept. Heads			Para recognition on slides/agenda	Increased paraprofessional retention year to year; More positive engagement survey feedback	Monthly
BHS Admin will meet with paraprofessionals	Admin			Monthly meeting, sign in	Increased paraprofessional	Monthly

WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, programs and communication that will build collegiality among all stakeholders by June of 2020.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
to gain feedback and input on daily processes and procedures.				sheets, agendas	retention year to year; More positive engagement survey feedback	
Every teacher/staff member will be personally recognized at an End of Year Celebration	Admin			EOY breakfast celebration, certificates for every individual presented in front of staff	Increased staff retention year to year; More positive engagement survey feedback	March April May
BHS will establish a Cultural Committee to recognize and celebrate diversity in the Braswell community	C. Killian and Committee; BHS Admin; World Language Dept.			Renaissance Showcase, Multicultural dinner, involvement in ELLevate! grant	Increased staff retention year to year; More positive engagement survey feedback; increased number of professional staff sponsoring organizations/activities	October December March May
Fine Arts department will increase the percentage of retention of students from introductory (freshman) courses to advanced courses within the school year.	Fine Arts Dept.			Vertical alignment showcases in each area; collaboration with middle school staff;	Increased number of students in introductory FA classes; increased percentage of students in upper level FA classes	December May

Texas Education Agency
2019 Closing the Gaps
RAY BRASWELL H S (061901008) - DENTON ISD

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	17	20	85%	50.0%	42.5
Growth Status	8	16	50%	10.0%	5.0
ELP Status	1	1	100%	10.0%	10.0
School Quality Status	7	7	100%	30.0%	30.0
Closing the Gaps Score					**88**

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	Y	Y	Y		N			Y	Y	N	N	Y	Y		
% at Meets GL Standard or Above	55%	41%	55%	65%	0%	64%	75%	0%	42%	38%	17%	32%	62%	46%		
# at Meets GL Standard or Above	728	183	152	369	0	21	3	0	215	24	28	15	450	278		
Total Tests (Adjusted)	1,331	449	276	566	2	33	4	1	513	63	164	47	723	608		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y		
% at Meets GL Standard or Above	52%	41%	53%	60%	0%	89%	0%	-	39%	42%	24%	40%	59%	45%		
# at Meets GL Standard or Above	259	67	58	126	0	8	0	-	74	11	16	4	154	105		
Total Tests (Adjusted)	496	164	110	211	1	9	1	-	189	26	68	10	262	234		
Total Indicators															17	20
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	Y	Y					Y		N		Y	N		
Academic Growth Score	71	72	70	70	100	67	50	-	68	76	54	50	74	66		
Growth Points	325.0	95.0	69.5	151.0	1.0	8.0	0.5	-	109.0	13.0	19.0	8.5	196.0	129.0		
Total Tests	460	132	99	215	1	12	1	-	160	17	35	17	264	196		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	N	N	Y	N					N		N		Y	N		
Academic Growth Score	68	60	69	72	0	83	50	-	56	61	30	64	73	61		
Growth Points	275.5	76.5	61.5	129.5	0.0	7.5	0.5	-	83.0	11.5	15.0	4.5	173.0	102.5		
Total Tests	407	127	89	180	1	9	1	-	149	19	50	7	238	169		
Total Indicators															8	16
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																

Texas Education Agency
2019 Closing the Gaps
RAY BRASWELL H S (061901008) - DENTON
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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-					
# Graduated	-	-	-	-	-	-	-	-	-	-	-					
Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										38%						
TELPAS Progress										17						
TELPAS Total										45						
Total Indicators															1	1
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	Y	Y	Y	Y		N			Y	Y	Y	N	Y	Y		
STAAR Component Score	55	45	55	61	33	68	52	33	45	41	25	36	59	49		
% at Approaches GL Standard or Above	82%	75%	83%	88%	60%	88%	71%	100%	75%	72%	48%	65%	88%	76%		
% at Meets GL Standard or Above	60%	47%	60%	69%	20%	76%	57%	0%	46%	43%	23%	37%	66%	52%		
% at Masters GL Standard	22%	12%	22%	27%	20%	41%	29%	0%	13%	7%	5%	7%	24%	18%		
Total Tests	2,923	954	608	1,268	5	80	7	1	1,093	132	345	82	1,606	1,317		
Total Indicators															9	11
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Y	Y	Y	Y					Y				Y	Y		
% Students meeting CCMR	60%	53%	59%	66%	25%	55%	-	50%	52%	50%	56%	20%	63%	57%		
# Students meeting CCMR	200.5	47.5	44.5	98.5	0.5	5.5	-	4.0	49.0	5.5	9.0	1.0	127.5	73.0		
Total Students	333	89	75	149	2	10	-	8	94	11	16	5	204	129		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Texas Education Agency
2019 Closing the Gaps
RAY BRASWELL H S (061901008) - DENTON ISD

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Total Indicators															7	7
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	99%	99%	100%	99%	100%	100%	100%	100%	99%	100%	99%	100%	99%	99%		
# Participants	1,439	489	315	588	3	36	4	4	573	92	180	49	747	692		
Total Tests	1,448	492	316	593	3	36	4	4	576	92	182	49	751	697		
Mathematics																
% Participation	100%	99%	100%	100%	100%	100%	100%	100%	99%	100%	99%	100%	100%	100%		
# Participants	533	176	128	216	2	9	1	1	211	33	73	12	270	263		
Total Tests	535	177	128	217	2	9	1	1	213	33	74	12	271	264		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
EOY (End of Year) Student Technology Survey- BHS
EOY (End of Year) Staff Technology Survey - BHS
State and District STAAR Scores
BrightBytes Survey
Denton ISD/Braswell HS Culture/Climate Survey

Curriculum Designs for each content area
Braswell Zone PLC (Professional Learning Community) notes
Data in Eduphoria (Aware)

Findings/Analysis

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

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

Strengths...	Needs...
The vertical zone is clearly defined in BHS (Braswell High School) Zone; Principals meet regularly Staff is comfortable and familiar with integrating technology into their curriculum	We are consistent with the district in the lack of integration of technology in Creativity, Collaboration, Communication, Critical Thinking (emerging) Inconsistent use of Common Assessments in subject/grade levels Inconsistent establishing and maintaining of PLTs (Professional Learning Teams) Teachers lack AP (Advanced Placement) training

Summary of Needs

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

All areas in "Needs" may be mitigated by PLTs. As a campus, we will need to complete training with teachers and ensure that teachers have the resources they need for effective implementation and sustainment of PLTs. In addition, administrators must support the PLTs.

Demographics

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
State and District STAAR Scores
Denton ISD Culture/Climate Survey
Curriculum Designs for each content area
Braswell Zone PLC notes
Report Card information
Enrollment data (class rosters)
Club rosters

Findings/Analysis

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

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

Strengths...	Needs...
Diverse student population Diverse staff Neighborhood school Diverse enrollment in co-curricular classes and clubs	ELL and Sped population struggles on state assessment performance White population has lowest attendance of all substantial sub-population Inconsistent monitoring of attendance and tardy processes

Summary of Needs

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

We need to pay close attention to our subpopulations' state assessment performance. In addition, we need to streamline a process for monitoring attendance.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
Social Media engagement statistics
Denton ISD Culture/Climate Survey
Curriculum Designs for each content area
Braswell Zone PLC notes
Campus email/newsletter data
PTA membership data
Logged volunteer hours
School calendar
Adopt- A- School records

Findings/Analysis

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

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

Strengths...	Needs...
Parents and the community want to be involved Strong PTA presence Multiple sources of parent communication Strong online presence Community events at school	Lack of diversity in parent involvement Irregular parent email/newsletter Statistical insignificance with number of parents completing DISD Culture/Climate Survey

Summary of Needs

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

We need to increase participation in parent feedback through surveys and other platforms.

Comprehensive Needs Assessment

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
Master Schedule
Duty Roster
Denton ISD Culture/Climate Survey
Campus Emergency Plan
Braswell Zone PLC notes

Findings/Analysis

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

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

Strengths...	Needs...
Aspiring Teachers'/Administrators' Groups Vertical alignment amongst Zone schools Leadership teams/committees Majority of stakeholders feel safe Flexibility and adaptability of staff/faculty	Ineffective communication of safety procedures Lack of Staff Resource Guide with procedures Lack of common planning periods Unfamiliarity of all campus staff

Summary of Needs

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

Campus leadership (including teachers) must continue to work on our systemic processes and resources.

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
Denton ISD Culture/Climate Survey
Curriculum Designs for each content area
Braswell Zone PLC notes
Student discipline data
Attendance data

Findings/Analysis

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

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

Strengths...	Needs...
Student clubs and organizations Opportunities for feedback from stakeholders Vertical alignment of the Braswell Zone Core Values Convocation	We need to be able to connect to students who are new to our community and still don't have an ownership in our culture.

Summary of Needs

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

We need an increase in activities which foster relationship building among teachers, students, and community.

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Master Schedule
HR retention data (exit surveys)
PD feedback surveys
Failure data

Findings/Analysis

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

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

Strengths...	Needs...
Leadership opportunities Job Fair participation Collaborative interview process Support of First Year Teacher Academy Paraprofessional team meetings Staffer of the Week	Communication and model of Core Values Mentoring of new teachers Implementation of Instructional Coach program Failure rate

Summary of Needs

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

We need to develop processes, procedures, and programs which facilitate the recruitment and retention of quality staff.

Comprehensive Needs Assessment

Student Achievement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State and District STAAR Scores
Marking Period grades and failure lists
Attendance data from eSchool
Braswell Zone PLC notes
Discipline data
AP enrollment data
AP test taking data

Findings/Analysis

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

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

Strengths...	Needs...
Baseline data for EOC exceeded our foundational expectations AFL (Assessment for Learning) Cohort Instructional Coach structure Braswell Zone PLC Braswell Zone walk through data	High failure rate High truancy/students losing credit in classes High tardy rate Communicating assessment practices Loss of instructional time due to non-UIL activities Documentation of discipline Disproportionate number of discipline referrals in subpopulations

Summary of Needs

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

Focus on Instructional Norms and relationship building to increase attendance and decrease discipline to maximize the instructional integrity of the classroom.

Comprehensive Needs Assessment

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
State and District STAAR Scores
Denton ISD Culture/Climate Survey
Braswell Zone PLC notes
BrightBytes Survey
Middle of the Year (MOY) Staff Technology Survey
End of the Year (EOY) Staff/Student Technology Surveys
Discipline data

Findings/Analysis

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

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

Strengths...	Needs...
BHS is committed to our BYOD (Bring your own Device) climate We are consistent with the district in the lack of integration of technology in Curriculum, Collaboration, Communication, Critical Thinking Staff is comfortable and familiar with integrating technology into their curriculum Digital Training Technology Resource availability and support	BYOD (Digital Expectations) classroom practices need reevaluation and alignment Relevant teacher training on digital practices Using technology for critical thinking (SAMR) Attendance of Digital Training Knowledge of Digital Citizenship

Summary of Needs

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

Our technology trainers will continue to offer relevant training for our teachers. We need to reevaluate practices for digital expectations on campus.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Our demographics are consistently increasing in at-risk subpops. The rapid growth of our area creates challenges with teacher retention, space, and consistency with processes and procedures.

Student Achievement...

In school interventions are needed

School Culture and Climate...

Staff Quality, Recruitment and Retention...

We need to develop processes, procedures, and programs which facilitate the recruitment and retention of quality staff.

Curriculum, Instruction, and Assessment...

Family and Community Involvement...

We need to increase participation in parent feedback through surveys and other platforms.

School Context and Organization...

Focus on Instructional Norms and relationship building to increase attendance and decrease discipline to maximize the instructional integrity of the classroom.

Technology...

Our technology trainers will continue to offer relevant training for our teachers. We need to reevaluate practices for digital expectations on campus.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Ashley Delaney
Teacher	Sara Zimmerman
Teacher	Melissa Patterson
Teacher	Angela Farley
Teacher	Amanda Brewer
Teacher	Angelia Ford
Teacher	John Middleton
Campus-Based Nonteaching Professional	Rebecca Falola
Campus-Based Para or Operations Staff Rep	Harrell Hall
District-Level Professional	Sean Roach
Parent Rep	Felicia Mosby
Parent Rep	Brian Roberson
Community Rep	Suzi Campbell
Community Rep	Shaunn Harris
Business Rep	Steve Workman
Business Rep	(open)

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

Date	Time	Location
September 24, 2019	5:00 pm	BHS
October 29, 2019	5:00 pm	BHS
January 21, 2020	5:00 pm	BHS
February 25, 2020	5:00 pm	BHS
April 28, 2020	5:00 pm	BHS

Joe Dale Sparks

Campus Improvement Plan 2019-20

Joe Dale Sparks

Table of Contents

Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

The Faculty and Staff of the Joe Dale Sparks Campus will strive to create a safe, positive, and nurturing learning environment where all students can succeed.

School Vision

The Sparks Faculty and Staff are committed to keeping detained students current with their home ISD schedule, providing all students from many school districts in Denton County with a state-recognized curriculum, and ensuring that all courses count towards graduation.

School Values

Joe Dale Sparks prides itself on its ability to reach all students at their most vulnerable state or areas of need and work with them to receive the highest education possible while they are away from their natural class setting or home school campuses.

WIG 1: 90% of Sparks students enrolled at least 50% of the grading period will function at the Tier I level of the RTI Universal Screening and Monitoring System.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
(1)Acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are designated to (1) improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and state students achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education. (2) Provide instructional and clerical support Personnel for at-risk students	curriculum coordinators, teachers, administrator, secretary, Title I, Part D Funds, DCJDC staff consultants DISD print shop teachers, secretary, attendance clerk, at-risk teacher, Title I Part D funds,	TI- $15,439.21 TI- $200.00	1,3,4 2,3	Lesson plans and curriculum, CTC students transition to After-care and JJAEP before Returning to home campus Hiring records, employee attendance records	Improved instruction across content areas and student progress on progress reports and report cards. T-TESS, paraprofessional evaluation instrument	Making good progress Making Progress

WIG 1: 90% of Sparks students enrolled at least 50% of the grading period will function at the Tier I level of the RTI Universal Screening and Monitoring System.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	substitutes					
(3) School personnel in relevant staff development and training.	Principal, DISD Curriculum staff, teachers, SpEd director, DCJDC staff, content area organizations, Region XI ESC, Title I, Part D funds	TI- $9,200 SCE- $750.00	1,2,3, 4,9	Training certificates, sign-in Sheets, Eduphoria Workshop logs	Certification remains current, enhanced classroom instruction, improved student achievement	Making progress
(4) Maintain accurate student attendance records	Teachers, attendance clerk, registrar, eSchools		1,2	eSchools attendance records	Accurate and completed attendance records	Making progress
(5) Provide opportunities for students to improve their reading and writing in all content areas, resulting in higher	General		5,8,9	Lesson plans, formative and summative	Improved scores on state English I, II, and Algebra I assessments	Work in progesss

WIG 1: 90% of Sparks students enrolled at least 50% of the grading period will function at the Tier I level of the RTI Universal Screening and Monitoring System.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
achievement scores on the state English I, II, and Algebra I assessments	education teachers, At-risk teacher, SpEd teachers, administrator, SpEd aide, Title I Part D funds			assessment scores		
(6) Identify ESL and Bilingual students and provide proper instruction and materials	Teachers, ESL/Bilingual department, registrar, LEP resources, Title I, Part D Funds		5,9	Records requested from previous schools	Records received and appropriate instruction provided	Work in progress
(7) Provide remediation for students who have not met satisfactory standards on state assessments and additional credit opportunities for students during summer school. Obtain funding from school district to purchase at least five OdysseyWare licenses to be used during the school day.	At-risk teacher, general education teachers, SpEd teachers, registrar, secretary	SCE-$4,185.00	5	Students in need of remediation identified, OdysseyWare License funding obtained from district	Students who have completed remediation pass state assessments	Making progress

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	, testing coordinator, administrator, Title I Part D funds					
(8) Communicate effectively with DCJDC staff, counselors, case workers and probation officers to emphasize academic importance and coordinate transition within the facility and JJAEP. Upon completion of the Post Adjudication Program of CTC students transition to after-care and school at Denton County Juvenile Justice Alternative Educational Placement Center for a period of 45 successful days before returning to their home school and district	Teachers, principal, registrar, DCJDC staff, CIS staff, JJAEP caseworkers, after-care staff		1,2,9	Communication of court order	Number of individual successful transitions	Making progress in Detention Achieved in (CTC) Courage to Change
(9) Maintain certification for Sparks teachers to reflect 4th through 12th grade certification in content areas	Teachers, principal, Human Resources, SBEC, TEA		1,3	CPE credits, teacher certificates	SBEC documentation of valid certification and CPE credits	Achieved
(10) Encourage student achievement through the use of concrete and positive reinforcement strategies including verbal praise, stickers, certificates, Honor Roll award ceremony for CTC students	Teachers, DCJDC staff, case workers, Title I, Part D funds		2,3	Records requested from sending school district in timely manner	Records received from sending school district, SpEd students enrolled in SpEd and receiving services as determined by ARD, 504, or LPAC committees	Making progress
			2,3	Curriculum implementation,	Improved student	Achieved

WIG 1: 90% of Sparks students enrolled at least 50% of the grading period will function at the Tier I level of the RTI Universal Screening and Monitoring System.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
(11) Accurately and promptly identify students who are in special programs (SpEd, LEP, 506, etc) and continue services as appropriate on this campus	SpEd teachers, general education teachers, registrar, principal, diagnostician, SpEd clerk, registrar of sending school Trex, parents, SpEd funds, LPAC funds, Title I, Part D funds			administrative, and clerical support	achievement, administrative efficiency, and effective student records maintenance	

WIG 2: Students enrolled in the Detention Pre-Adjudication Program for ten or more days will attend class 90% of the time.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
(1) Detention teachers will meet monthly to share ideas, review student attendance and achievement ,discipline concerns and learn about the unique struggles facing detention students (PLC topics to include serious mental health issues, poverty, cultural awareness, etc.)	detention teachers, at-risk teacher, SpEd teachers and aide, guest speakers, principal			detention meeting agenda, sign-in sheets, meeting notes or minutes	Improved student achievement, performance, and behavior	Making good progress
(2) Teachers will notify school office attendance clerk of all student absences and reasons for those absences. Teachers will check with JSOs and visit individual students if necessary to encourage their attendance. School office staff will forward attendance information to Denton County Probation Officers and District attendance officers	detention teachers, registrar, attendance clerk, principal, JSOs, probation officers			daily emails, attendance logs	Reduction in number of student absences from class	Making progress
(3) Utilize at-risk teacher to support struggling students in all core classes	at-risk teacher	TI- $75,434 FTE: 1.0		T-TESS observations	Report card grades, STAAR/EOC results; WRAT scores	Excellent progress
(4) Provide Supplementary library books and services to students	secretary, principal ELA teachers	TI- $8,500		timesheets; library reports	Library reports(number of books checked out, etc)	Excellent progress
(5) Purchase Supplementary library books	secretary, principal	TI- $2,000		purchase orders and receipts	Library reports	Excellent progress
(6) Provide additional clerical support to facilitate records of students, etc	secretary, principal	TI- $40,000 FTE: 1.0		timesheets	Annual Appraisals	Excellent progress
(7) Provide supplementary office support to help manage records	secretary, principal substitute	TI- $10,000		timesheets	N/A	Great progress

WIG 2: Students enrolled in the Detention Pre-Adjudication Program for ten or more days will attend class 90% of the time.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
(8) Purchase updated technology classroom instructional purposes	secretary, principal	TI- $6,035		purchase orders, lesson plans	Progress reports and report card grades; STAAR/EOC results, etc	great progress
(9) Provide summer school and SSI	secretary, principal, at-risk teacher, summer school teachers			timesheets; attendance records	grades, credit reports, transcript etc	great progress

WIG 3: Your WIG should be typed in this box						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Eduphoria
Learning Walks
Assessment Planning
Lesson Plans
Technology
End of Course Results

Professional Learning Communities (Minutes)
MYP Unit Planners
Denton ISD Curriculum Documents
Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
Active Instructional Coaches (Coaching) Staff with a Growth Mindset Working Knowledge of TEKS Standards- Based Curriculum Resources and Materials Scope and Sequence Pacing Guides Technology Lesson Study/Delivery Processes Student-Specific/Differentiated Strategies and Processes Small Class sizes One on One interactions between teachers and students Teacher quality and professionalism Effective use of limited tutorial time Teacher commitment to student academic and social achievement	- Effective, targeted professional development activities based on teacher input - Additional time during school week for collaboration - Highly proficient and motivated instructional aides to help with the instruction of English Language Learners and students with disabilities - Continued positive working relations, cooperation, and communication with facility staff - Consistent, productive homework time for students

Summary of Needs

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

Title I, Part D or district funds for professional development, instructional, aides, and tutoring

Demographics

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
2018 Stoplight High School Data
Overview of 2018 State Accountability System
TEA Distinction Designation Summary
Campus Culture and Climate Survey
PEIMS
Court Detention Records
eSchools
Special Education records

Findings/Analysis

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

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

Strengths...	Needs...
Bilingual personnel Multi-certified teachers Multiple electives offered Summer School and SSI OdysseyWare	Additional Special Education personnel, either a third teacher or a Special Education aide A Bilingual aide More Local funds for programs and resources you cannot use Title I funds for

Summary of Needs

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

Students on campus are usually behind at least one school year upon enrollment. This cause deficiencies in their education. These deficiencies need to be addressed through opportunities such as OdysseyWare, Summer School, tutoring, etc.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey
CLT Community Member Feedback
Special Education Data: ARD paperwork, IEP information.
Review of information from facility caseworkers and staff.
Review of services available to support students in special education programs (e.g. SPED services, 504 services, ESL services).
Campus budget information
Current population statistics

Findings/Analysis

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

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

Strengths...	Needs -
Parent/Guardian involvement through participation in ARD meetings with special education students Parent/Guardian involvement in Annual Open House Meetings Communication with families through mailing report cards, progress reports, undated IEPs and other school paperwork Bilingual Court Liaison as part of our Sparks staff to help communicate with parents that speak only Spanish	Seek additional involvement with community civic organizations (Rotary, Lions, Kiwanis, etc) Partner with local Big Brothers Big Sister, LULAC, NAACP, Foster-Grandparents Programs to provide mentoring/tutoring and positive role models to all at-risk students Professional Development opportunities that are more relevant to the needs of the students in the Juvenile Detention Facility

Summary of Needs

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

Bilingual special education teacher added to Sparks staff to facilitate coverage of students and communication with families.
Partner with local business and civic organizations for financial support with instructional resources and to provide positive role models and mentors.
Encourage teacher involvement with local civic organizations in an effort to make the community aware of the work we do here and the needs of the students.

Comprehensive Needs Assessment

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Administrative Staff Feedback
Demographics
PLC/staff Meetings
Teacher/Staff Interviews
Master Schedule
Supervision structure

Findings/Analysis

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

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

Strengths...	Needs...
Input in Master Scheduling Resources for instruction Multi-level content proficiency Low staff/teacher turnover High level of autonomy for teachers Regular dissemination of researched-based teaching strategies Low student to teacher ratio	Better structure and clarification auxilliary of duties Staff development targeted to specific campus needs Improved structure of college and career readiness counseling Equitable decision-making processes Better framework for county-school communications

Summary of Needs

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

Regular meetings to address issues where all staff members are allowed input.
Semi-annual assessment of program as a whole as an opportunity to share best practices and evaluate outcomes of student learning not based solely on state-mandated testing.

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey
CLT Community Member Feedback
Surveys
Questionnaires
Focus Groups
Interviews
Feedback data
Classroom and School Walkthrough data
Parent conferences, Meetings, etc

Findings/Analysis

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

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

Strengths...	Needs...
Peer support, dedicated teachers, small classes, Freedom to teach creatively	Morale, scheduling, more staff, communication professional, logical leadership, cohesiveness of campus, lack of trust, recognition of uniqueness

Summary of Needs

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

Local funds are desperately needed
Scheduling too many subjects taught in one class
District to recognize the uniqueness of the campus situation
More input
Protecting planning periods-this would involve more communication for scheduling
Less interruptions during class involves school and county agreements with principal and teachers
More responsible/logical use of money

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
2018 Stoplight High School Data
Overview of 2018 State Accountability Safeguards
Campus Culture and Climate Survey
Meaningful and relevant professional development training
Creating a reading teacher position with possible funding from Title I, Part D funds

Findings/Analysis

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

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

Strengths...	Needs...
Motivated to create change Insight and knowledge on unique campus needs	Supporting and advocating for the unique needs of campus staff

Summary of Needs

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

Sparks campus staff members need support and advocacy in order to receive training and create new campus positions that reflect the unique needs of the school. In order to receive these needs, Title I Funds may be accessed to bring new staff on campus whereas no funding is necessary for cohesion and training.

Student Achievement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
Sparks 18/19 WRAT data
Classroom assignments
Report cards
 STAAR/EOC results

Findings/Analysis

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

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

Strengths...	Needs...
Sparks student achievement on STAAR/EOC comparable to state and/or district achievement for students in most required testing areas According to WRAT scores for most POST student showed significant gains in reading, math, social studies, and science.	Student ownership of learning and self-accountability for grades and position (grade level) within the educational setting.

Summary of Needs

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

Training and collaboration on instilling intrinsic motivation in our students in-service for integrating reading and math in all subjects. Study skills curriculum/workshop/program for students to take with them as they transition to other educational settings.

Comprehensive Needs Assessment

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey
Email
Technology Hardware and software
Classroom Laptops, chromebooks
iPad connectivity
Interactive projectors
Professional Development (integrating technology)
Updated technology policies and procedures

> Google Training
> Financial resources allocated for updating technology

Findings/Analysis

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

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

Strengths...	Needs...
Use of laptops Use of iPads/tablets/chromebooks Use of interactive projectors Interactive software Use of Go Guardian technology	Increased technology budget for updating hardware Connection for iPads to projectors Airplay/AirServer Digital microscopes

Summary of Needs

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

Additional training of staff and implementation of software and hardware purchased through the Title I Part D funds and the district funds

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

1. The number of students that come from SAC classes has dramatically increased this year. If we have more than two of these children at a time, the needs of other students cannot be met with only two special ed teachers.
2. Currently the Art Department serves all of Courage to Change students and Detention students when they enter our campus enrolled in Art. With an increase of hours, all students could receive Art as an elective.
3. Students on Sparks Campus are usually behind by at least one school year. This causes deficiencies in their education. These deficiencies need to be addressed through opportunities such as OdysseyWare, summer school, and after hours tutoring. Offering these opportunities also increases the chances of more students being able to graduate.
4. These programs need to be available for all students on Sparks Campus. Currently, only Courage to Change students have the opportunity to use OdysseyWare on a regular basis, attend Summer School, or have after hour tutoring. These opportunities need to be made available to all students regardless of what program in which they are housed.
Obviously none of these needs can be met without an increase in our funding

Student Achievement...

1. Training and collaboration on instilling intrinsic motivation in our students
2. Inservice for integrating reading and math in all subjects.
3. Study skills curriculum/workshop/program for students to take with them as they transition to other educational settings.

School Culture and Climate...

1. Improve morale and cohesiveness of campus-team building local funds needed
2. 2. Scheduling too many subjects taught in one class Title 1 Funds (or new organization)
3. District to recognize the uniqueness of the campus situation no funds needed
4. More input into campus decisions and control over department decisions no fund needed
5. Protected planning periods this would involve more communication for scheduling no funds

needed

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

7. More responsible/logical use of money involves new guidelines no extra funds needed

Staff Quality, Recruitment and Retention...

1. Sparks campus staff members need support and advocacy in order to receive trainings and to create new campus positions that reflect the unique needs of the school. In order to receive these needs, Title I Funds may be accessed to bring new staff on campus whereas no funding is necessary for cohesion and training.

Curriculum, Instruction, and Assessment...

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

Family and Community Involvement...

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

2. Partner with local businesses and industries to seek additional funds for school needs and possible mentorship programming.

3. Encourage teacher involvement with local civic organizations in an effort to make the community aware of the work we do here and the needs of the students.

School Context and Organization...

1. Regular meetings to address issues where all staff members are allowed input.

2. Semi-annual assessment of the program as a whole as an opportunity to share best practices and evaluate outcomes of student learning not based solely on state-mandated testing.

Technology...

1. Additional training of staff and implementation of software and hardware purchased

through Title funds or district funds.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Rebecca Brigham, English CTC/POST
Teacher	Brooke Lana, Science Detention
Teacher	Stephen Stone, Math Detention
Teacher	Janet Spector, Inclusion
Teacher	Pamela Tutt, Test Coordinator/ At-Risk
Teacher	
Teacher	
Campus-Based Non-teaching Professional	
Campus-Based Para or Operations Staff Rep	Jenneal Vincent, Secretary
District-Level Professional	Cynthia Bershell, Supervisor
Parent Rep	
Parent Rep	
Community Rep	Dr. George Morrison, Retired Professor
Community Rep	Mindi Malcom, CTC/POST Director Denton County
Business Rep	Lori Kloepper, Foster Grandparents Denton County
Business Rep	Meredith Smith, Modern Woodmen

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

Date	Time	Location
August 22, 2019	3:30 p.m. - 4:30 p.m.	J133
September 5, 2019	3:30 p.m. - 4:30 p.m.	J149
January 9, 2020	3:30 p.m. - 4:30 p.m.	J133
February 20, 2020	3:30 p.m. - 4:30 p.m.	J149
May 14, 2020	3:30 p.m. - 4:30 p.m.	J133

Navo Middle School

Campus Improvement Plan 2019-20

Table of Contents

Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Navo Middle School strives to promote a diverse and safe learning environment in which students are motivated and nurtured to become lifelong learners.

School Vision

Navo Middle School's vision is to foster relationships that inspire our students to become engaged learners who embody our core values.

School Values

Respect; Kindness; Excellence; Teamwork; Perserverance

WIG 1: Navo Middle School will establish a positive social, emotional, and academic culture that increases engagement of all stakeholders by May 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
We will work with our PTA to promote their advocacy for our students and staff.	All Staff			PTA membership and attendance	Collaborative and supportive relationships	October-Some progress February-Considerable progress, May-Accomplished
Train more teachers for the use of Restorative Practices.	Admin and teachers	AK/$4900	RS, OPD, C	Completion of training	Implementation of practices	October-Some progress February-Considerable progress, May-Accomplished
Implement Restorative Practices at all grade levels.	All Staff			Discipline Data, Teachers trained, Plans and artifacts turned in, observations	Survey Results indicate a sense of belonging among peers and with staff, decreased ISS and OSS assignments	October-Some progress February-Considerable progress, May-Accomplished
Student of the Month recognition	Admin			Awards and recognitions	Positive reinforcement and acknowledgment of outstanding performance	October-Some progress February-Considerable progress, May-Accomplished
Panther of the Month staff recognition	Admin			Awards and recognitions	Positive reinforcement and acknowledgment of outstanding performance	October-Some progress February-Considerable progress, May-Accomplished
Spotlight of the Week staff recognition	Admin			Awards and recognitions	Positive reinforcement and acknowledgment of outstanding performance	October-Some progress February-Considerable progress, May-Accomplished
Shoutout Wednesday for staff members to recognize other staff members	All Staff			Awards and recognitions	Positive reinforcement and acknowledgment of outstanding performance	October-Some progress February-Considerable progress, May-Accomplished
Parent Shoutouts to recognize staff members.	Parents, Admin			Recognitions	Positive reinforcement and acknowledgment of outstanding performance	October-Some progress February-Considerable progress,

WIG 1: Navo Middle School will establish a positive social, emotional, and academic culture that increases engagement of all stakeholders by May 2020.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
						May-Accomplished
Panther Parent Shoutouts	All Staff			Recognitions	Positive reinforcement and acknowledgment of outstanding performance	October-Some progress February-Considerable progress, May-Accomplished
Transition Night for incoming 6th graders	Admin, Counselor, 6th grade teachers			Scheduled transition night	Parents and students receive pertinent information and are prepared to select appropriate courses	October-Some progress February-Considerable progress, May-Accomplished
Counseling department will establish goals that address the social, emotional, and academic needs of students.	Counselor			Counselor plans	Student growth-anecdotal and survey data	October-Some progress February-Considerable progress, May-Accomplished
Use of social media to highlight positive things occuring at Navo	All Staff			Tweets and Facebook	Consistent form of communication	October-Some progress February-Considerable progress, May-Accomplished
Bi-weekly newsletters from principal's office	Principal			Newsletter emailed to parents	Survey indicates parents feel informed and their suggestions/ideas valued.	October-Some progress February-Considerable progress, May-Accomplished
Student surveys administered in the fall and spring	Admin			Student survey data	Student voice in campus culture	October-Some progress February-Considerable progress, May-Accomplished
Parent surveys administered in the fall and spring	Admin			Parent survey data	Parent voice in campus culture	October-Some progress February-Considerable progress, May-Accomplished
Pep rallies throughout the year that highlight student achievement in all areas (academic,	Counselor, Fine Arts,			Pep rallies	Celebration of Navo accomplishments and	October-Some progress February-Considerable

WIG 1: Navo Middle School will establish a positive social, emotional, and academic culture that increases engagement of all stakeholders by May 2020.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
extra-curricular, social and emotional)	Athletics				culture	progress, May-Accomplished
Voluntary book study of Dare to Lead	Admin and staff			Participation	Leadership cultivated among staff	October-Some progress February-Considerable progress, May-Accomplished
Navo Watch D.O.G.S.	Admin			Participation	Presence of male volunteers on campus yields greater investment of community and recognized in survey data	October-Some progress February-Considerable progress, May-Accomplished
Literacy Night in the Fall and Spring	Some staff	AK/$2000	CNA, RS, PI, AA	Participation	Students are reading more for pleasure; reading improves throughout the year	October-Some progress February-Considerable progress, May-Accomplished
Assemblies that address social, emotional and physical well-being of students	Counselor and Admin	AK/$4000	CNA, RS, PI	Assemblies held	Decreased use of tobacco/e-cigs; decreased instances of bullying or perceived bullying; survey results indicate healthy habits	October-Some progress February-Considerable progress, May-Accomplished
Professional Workshop led by Adam Saenz on self-care.	Principal	AK/$1500	OPD	Workshop attended	Relationships among staff grow; survey demonstrates a sense of belonging and feeling supported at work	October-Some progress February-Considerable progress, May-Accomplished
PBIS (Positive Behavior Interventions and Supports)	Admin and Staff Comm.	AK/$2337 for program AK rewards $3000	CNA, RS, C	App purchased and used	Decreased code of conduct referrals; student survey reveals students are happy to be in school	October-Some progress February-Considerable progress, May-Accomplished
Positive postcards mailed home recognizing students for their behavior and/or academics	All staff			Postcards mailed home	Parents receive affirmation specific to their student	October-Some progress February-Considerable progress, May-Accomplished

WIG 1: Navo Middle School will establish a positive social, emotional, and academic culture that increases engagement of all stakeholders by May 2020.

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

WIG 2: Navo Middle School will meet at least 75% of the eligible indicators for growth in ELA/Reading and Math, as shown on STAAR assessment data.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Use MAP assessment to gauge student growth in math and ELA	Math and ELAR teachers			MAP data	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished
Provide at least 2 times this year for math and ELAR teachers to analyze MAP data and develop intervention plans for student growth.	Math and ELAR teachers	AK/$8000	CNA/RS/O PD	Participation of math and ELAR teachers	Analysis of expected student growth for each sub-population	October-Some progress February-Considerable progress May-Accomplished
PLCs will meet weekly to examine student data from various assessments, including common, summative, MAP, and STAAR.	Teachers			Meeting agendas and attendance	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished
Encourage ELAR teachers to attend district hosted professional development for Workshop Model instructional practices.	Teachers			Attendance	Continued improvement in utilization of the Workshop Model	October-Some progress February-Considerable progress May-Accomplished
Provide the furniture needs for ELAR teachers to organize their classrooms to accommodate the workshop model.	Admin	AK/$4000	CNA/RS/C	Organization of the classroom reflects workshop model	Utilization of the Workshop Model	October-Some progress February-Considerable progress May-Accomplished
Purchase classroom novel sets for ELAR teachers to incorporate workshop model	Admin	AK/$400	CNA/C/RS	Novels	Utilization of Workshop Model; improved reading skills	October-Some progress February-Considerable progress May-Accomplished
Teachers will develop common assessments.	Teachers			Assessments developed	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished
ELAR teachers will utilize workshop model.	Teachers			Instructional practices	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished

WIG 2: Navo Middle School will meet at least 75% of the eligible indicators for growth in ELA/Reading and Math, as shown on STAAR assessment data.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The Campus Leadership Team will meet throughout the year to evaluate the needs of the campus, monitor the progress of the WIGS, and make adjustments as needed.	Admin and CLT			Agenda, minutes	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished
Incorporate PLC time into the master schedule.	Admin			Master Schedule	Analysis of student data and interventions planned yield student growth.	August-Accomplished
Incorporate Team time into the master schedule.	Admin			Master Schedule	Analysis of student data and interventions planned yield student growth.	August-Accomplished
Adjust the bell schedule throughout the year to provide opportunities for math and reading interventions during the school day.	Admin			Bell Schedule	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished
Invite Lyneille Meza in PLC times throughout the year to help identify trends in student data.	Admin			Agenda and attendance	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished
Administrators will actively participate in PLCs throughout the year.	Admin			Meetings attended	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished
Administrators will actively participate in Braswell Zone PLCs throughout the year.	Admin			Meetings attended	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished
The principal will actively participate in the middle school PLC throughout the year.	Admin			Meetings attended	Analysis of student data and interventions planned yield student growth. Consistency evident in middle school programming	October-Some progress February-Considerable progress May-Accomplished
Administration will seek professional learning	Admin	AK/$7200	CNA/	Conferences, workshops,	Analysis of expected	October-Some progress

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
opportunities that support student growth and student achievement.			RS/IHQ/OPD/C	book studies attended	student growth for each sub-population	February-Considerable progress May-Accomplished
Math teachers will utilize Math iXL with their students; set goals for participation and growth.	Math teachers			Program utilization reports	Analysis of expected student growth for each sub-population	October-Some progress February-Considerable progress May-Accomplished
Host Saturday morning intervention sessions throughout the year for math and ELAR.	Math and ELAR teachers	AK/$3000	CNA/RS/IHQ/AA	Sessions attended	Analysis of expected student growth for each sub-population	October-Some progress February-Considerable progress May-Accomplished
Teachers will assist students in academic goal setting specific to growth and achievement.	Teachers			Goals are set	Analysis of expected student growth for each sub-population	October-Some progress February-Considerable progress May-Accomplished
Build math and reading intervention into the master schedule.	Admin			Master Schedule	Analysis of expected student growth for each sub-population	October-Some progress February-Considerable progress May-Accomplished
Utilize Achieve 3000 to provide additional differentiated instruction based on individual student need.	Reading and ELAR teachers			Utilization reports	Analysis of expected student growth for each sub-population	October-Some progress February-Considerable progress May-Accomplished
Host a fall and spring Family Literacy Night.	Literacy Group	AK/$2000	CNA/PI	Attendance and agenda	Parent survey results, students read more	October-Some progress February-Considerable progress May-Accomplished
Data talk department chair meetings	Admin and dept chairs			Attendance and agenda	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished
Librarian sharing best practices specifically on	Librarian			Participation and agendas	Analysis of student data and	October-Some progress

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
WIG 2: Navo Middle School will meet at least 75% of the eligible indicators for growth in ELA/Reading and Math, as shown on STAAR assessment data.						
how students best learn, who they are as readers, demonstrating mini lessons based on research based practices and how to include students in data analysis, reflection and goal setting.	& ELAR teachers				interventions planned yield student growth.	February-Considerable progress May-Accomplished
Library has created a flexible schedule for student use of the library	Librarian			Utilization of the library	Increased utilization of the library	October-Some progress February-Considerable progress May-Accomplished
Library ordering high interest reading and work materials	Librarian			High interest books ordered and frequency of book check-outs	Students are reading more	October-Some progress February-Considerable progress May-Accomplished
Librarian ordering books that mirror the diversity of students	Librarian			Books that reflect diversity ordered and frequency of book check-outs	Students are reading more	October-Some progress February-Considerable progress May-Accomplished
Librarian hosting parents/community in the library, educating them on student access, research practices, etc.	Librarian	AK/$800	CNA/ PI	Agenda and attendance	Parent survey results	October-Some progress February-Considerable progress May-Accomplished
Professional library updated that is specific to equity, math and reading literacy	Admin and teachers	AK/$800	CNA/ RS / OPD	Books and materials purchased	Increase in best practices used; students growth gap closes	October-Some progress February-Considerable progress May-Accomplished
Frequent classroom walk-throughs with immediate feedback provided to teachers	Admin			Google spreadsheet	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished
TTESS goal setting and conferences conferences are driven by the CIP, specifically the WIGS.	Admin and teachers			Goal and conferences	Analysis of student data and interventions planned yield student growth.	October-Some progress February-Considerable progress May-Accomplished

WIG 2: Navo Middle School will meet at least 75% of the eligible indicators for growth in ELA/Reading and Math, as shown on STAAR assessment data.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring

Texas Education Agency
2019 Closing the Gaps
NAVO MIDDLE (061901047) - DENTON ISD

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	20	24	83%	30.0%	24.9
Growth Status	10	24	42%	50.0%	21.0
ELP Status	0	1	0%	10.0%	0.0
Student Success Status	9	12	75%	10.0%	7.5

Closing the Gaps Score   53

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	Y	Y	N	100%	N	-	Y	Y	Y	Y	Y	Y	Y		
% at Meets GL Standard or Above	49%	40%	44%	56%	100%	63%	-	60%	34%	29%	20%	44%	55%	43%		
# at Meets GL Standard or Above	449	118	78	213	1	24	-	15	126	13	20	14	252	197		
Total Tests (Adjusted)	920	294	179	383	1	38	-	25	366	45	102	32	462	458		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	Y	Y	Y	0%	N	-	Y	Y	Y	N	Y	Y	Y		
% at Meets GL Standard or Above	50%	37%	41%	59%	0%	76%	-	68%	37%	47%	19%	47%	53%	47%		
# at Meets GL Standard or Above	457	110	74	227	0	29	-	17	134	21	19	15	244	213		
Total Tests (Adjusted)	920	294	179	383	1	38	-	25	366	45	102	32	462	458		
Total Indicators															20	24
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	N	N	100	Y	-	Y	Y	N	N	Y	Y	Y		
Academic Growth Score	67	66	64	68	1.0	80	-	68	66	59	56	73	67	67		
Growth Points	587.0	181.5	108.0	249.0	1.0	30.5	-	17.0	225.0	26.5	54.0	23.5	311.5	275.5		
Total Tests	873	274	168	367	1	38	-	25	343	45	96	32	462	411		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	N	N	N	N	100	N	-	Y	N	Y	N	N	N	N		
Academic Growth Score	66	65	60	69	1.0	84	-	74	63	68	49	69	67	65		
Growth Points	577.5	177.0	99.5	250.5	1.0	31.0	-	18.5	216.5	30.5	47.0	22.0	311.0	266.5		
Total Tests	869	274	167	365	1	37	-	25	341	45	95	32	461	408		
Total Indicators															10	24
Graduation Rate Status *	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																

Texas Education Agency
2019 Closing the Gaps
NAVO MIDDLE (061901047) - DENTON ISD

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
English Language Proficiency Status																
Target										36%						
Target Met										N						
TELPAS Progress Rate										30%						
TELPAS Progress										10						
TELPAS Total										33						
Total Indicators															0	1
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	Y	Y	Y	N	-	N	-	Y	Y	Y	N	Y	Y	Y		
STAAR Component Score	49	40	46	55	50	67	-	60	39	44	21	47	52	46		
% at Approaches GL Standard or Above	80%	72%	78%	86%	100%	94%	-	87%	72%	78%	35%	77%	83%	77%		
% at Meets GL Standard or Above	47%	36%	42%	55%	50%	67%	-	64%	34%	37%	19%	45%	51%	44%		
% at Masters GL Standard	21%	13%	19%	25%	0%	41%	-	29%	12%	16%	8%	18%	23%	18%		
Total Tests	2,767	892	536	1,143	4	122	-	70	1,129	142	302	92	1,388	1,379		
Total Indicators															9	12
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met		-	-	-	-	-	-	-	-	-	-	-	-	-		
% Students meeting CCMR		-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR		-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students		-	-	-	-	-	-	-	-	-	-	-	-	-		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

CONFIDENTIAL

Texas Education Agency
2019 Closing the Gaps
NAVO MIDDLE (061901047) - DENTON ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Indicators																
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	992	332	193	399	1	41	1	25	405	50	109	38	469	523		
Total Tests	992	332	193	399	1	41	1	25	405	50	109	38	469	523		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	992	332	193	399	1	41	1	25	405	50	109	38	469	523		
Total Tests	992	332	193	399	1	41	1	25	405	50	109	38	469	523		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Eduphoria, Strive, Walk-through Google data, Lesson Plans, Technology, Professional Learning Communities (agenda, attendance, minutes), Denton ISD curriculum documents, Common assessment data, Campus Culture and Climate Survey, TTESS, Master Schedule, MAP data for 6th grade, STARR data

Findings/Analysis

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

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

Strengths...	Needs...
- The TTESS process is implemented with fidelity. We engage in goal setting, reflection and coaching. Our teachers are very receptive and ask for feedback. They are intentional in responding to feedback given. - The master schedule allows for true teaming for 6th and 7th grade. Our 8th grade teachers do have teaming time to meet. - Common assessments provide relevant and timely feedback that drives an evaluation of current instructional and assessment practices. - Teachers continue to improve in communication of learning targets and students are increasingly more aware of the learning targets. - The master schedule allows for PLC for all core subjects. The PLC time provides the structure and opportunity for ongoing horizontal and vertical teams. - Implementation of the co-teaching model continues to improve. There is increased collaboration between our general education and special education teachers.	- STAAR data reveals we need to continue to better support our ELL learners and our students who receive special education services. We need more teachers trained and certified in ESL and special education. Our content experts need to become more equipped to provide needed differentiation. - We need to become more deliberate in identifying the growth opportunities for every student and track their growth from the time they enter Navo until they are ready to transition to high school.

Summary of Needs

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

Navo Middle School will continue to utilize the Professional Learning Communities to ensure implementation of curriculum whereby every student demonstrates a minimum of one year's growth. We will also encourage more teachers to become certified in ESL and Special Education.

Demographics

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary; TEA Distinction Designation Summary; Campus Culture and Climate Survey; Student enrollment; student attendance; School discipline (referral) reports; extra-curricular audit report; Special programs participation (ESL and Sped)

Findings/Analysis

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

Strengths...	Needs...
- New teachers are assigned a Navo mentor. - We host a monthly meeting for all new to Navo teachers to discuss topics of their choosing. We put out a survey and select the monthly topics based on input provided. - This year we were able to hire more male teachers. This is especially important as it provides an opportunity for informal and formalized mentoring for students, especially those who need Tier 2 level support. - This past year, we conducted a survey, asking students what kind of clubs and activities they would like to join. This initiated the formation of over 15 clubs for students with various interests. - More and more students are enrolling in fine arts classes. This growth necessitated my new FTEs be dedicated to a new theater teacher and a new art teacher.	- Our equity audit reveals a need to be intentional in communication of opportunities for all students. This needs to be pushed on the campus and encouraged within our community. - STAAR data continues to highlight the disparity of student achievement and academic progress for students who are recognized as economically disadvantaged, as well as students of color and students who receive special services (ESL and Sped). - Within the last 3 years, the experience of our Navo teachers (new hires) is lower. Given the time it takes for a teacher to become instructionally strong leaders, our students are immediately impacted academically. We must be intentional in providing varied and ample opportunities for professional growth

Summary of Needs

With the addition of At Risk funds for Navo this year, we will be able to dedicate time for our math and ELAR teachers to analyze the data, identify growth needs and opportunities, and develop intervention opportunities for students at all levels. As our student population continues to reflect 40% lower socioeconomic demographics, it is important that we seek ways to help all students be more engaged. This can be especially difficult with a higher student mobility rate.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey; Family and Community Participation; Volunteer hours logged; PTSA Feedback; CLT Community Member Feedback

Findings/Analysis

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

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

Strengths	Needs
- Braswell Zone Bash - Attendance at athletic events, fine arts, Family Literacy Night - Open House participation - Attendance at Transition Night - Frequency of communication between teachers and parents - Positive outreach celebrating student success (academically and behaviorally) - Parents accessing Google Classroom - Parents accessing online gradebook - Outreach of counseling teams - Outreach of administrative staff with use of social media, phone calls, and newsletters 100% of staff joined PTA - Increased participation of students and parents in PTA 2019-20.	- Develop more opportunities for our families to provide input and become involved with Navo. - Determine the best ways to communicate with our families in meaningful ways.

Summary of Needs

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

Continue to seek input from our families; develop opportunities for parents to become more engaged with Navo

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Duty rosters; master schedule; bell schedule; formal and informal communication; formal and informal leadership; site based decision making; schedule for support services

Findings/Analysis

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

Strengths...	Needs...
- Staff members continue to seek opportunities to assume leadership roles within the campus. We have new to Navo teachers who are already assuming Team Lead roles and Department Chair roles. - We have two teachers who are now members of Lead Denton. - Staff members actively volunteer to assist their colleagues through mentorship, PLCs, teaming and informally. - Three of the four administrators are experienced. - We have two administrative interns who contribute to our leadership team.	- Feedback from the 2018-19 Employee Engagement Survey highlights teacher desire for more frequent observations and feedback. - Continue to utilize the PLC model with fidelity. - Foster an environment where students and staff feel safer

Summary of Needs

We will allocate AK funds to continue to provide professional learning opportunities for our staff.

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey, Classroom Walk-through data, Parent conferences, IEP and 504 meetings, Interviews, PTA Feedback, CLT Community Member feedback

Findings/Analysis

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

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

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

Strengths...	Needs...
- Public recognition of staff and students reflects pride and builds a sense of community. - Pep rallies and awards connect parents with the school. - PLC implementation continues to improve. Common assessments shape the instruction, planning, and assessments. - TTESS provides for more coaching conversations. The goal setting is a meaningful process for teachers and administrators. - Transition Night for incoming 6th graders and their parents is highly attended.	Continue to partner with our community to solicit input and participation.

Summary of Needs

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

Navo Middle School is implementing PBIS to recognize and reward positive behaviors. Additionally, we are attempting to implement WATCH D.O.G.S to garner more involvement from our community.

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary; TEA Distinction Designation Summary; Campus Culture and Climate Survey; Staff mobility,

Findings/Analysis

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

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

Strengths...	Needs...
- We continue to attract and retain minority teachers. - Presence of TWU and UNT attracts quality candidates for positions within Denton ISD. - LEAD Denton motivates and supports Navo teachers who seek to grow as educational leaders. - PLC provides support for teachers as well as the opportunity for continuous improvement. - Panther Pride allows for teachers to meet monthly to discuss different topics. - We continue to encourage professional learning opportunities for staff.	- We need more core content teachers to become certified in special education and ESL. - Identify needs of current staff so we can retain quality staff members.

Summary of Needs

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

Solicit input from staff to determine specific professional growth needs; we would use AK funds.

Comprehensive Needs Assessment

Student Achievement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

STAAR, TELPAS, Common assessments, promotion rates; enrollment in courses including electives and advanced level courses,

Findings/Analysis

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

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

Strengths...	Needs...
- Students receiving intervention in math made significant increases in student achievement as measured by STAAR. - In ELAR, we increased targets met for academic growth. - Improvement in "meets" in 8th grade math.	For the sub-populations in academic growth as measured by STAAR, we need to improve in reading and math; specifically, 6th and 7th grade math growth scores are lagging.

Summary of Needs

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

We will utilize AK funds to provide teachers the time to analyze MAP data and develop intervention plans based on the feedback provided. Additionally, we will offer some Saturday sessions for math and ELAR interventions throughout the fall and spring semesters.

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology hardware and software, technology infrastructures, professional development

Findings/Analysis

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

Strengths...	Needs...
- Math, science, ELAR, and social studies departments all have chromebook cabinets which provide a 2 to 1 ratio of students to chromebooks - Staff use of Google classroom allows parents access to student work and parents can also monitor the feedback their students receive - Our staff continues to seek ways to incorporate the use of technology in creative ways that promote student engagement - The district continues to upgrade technology - Our Digital Learning Specialist actively works with our teachers and students in the instructional use of technology.	- Allocation of chromebooks for students who are served in special education resource classes. - Our language lab requires the use of headphones that is cost restrictive. - The media equipment in the cafetorium is not reliable and needs to be replaced.

Summary of Needs

We need to consider the investment of improved technology for our language lab. A short term solution may be the headphones; however, we are reluctant to move forward given the expense of $5000 for equipment that typically does not survive student use for an extended period of time.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Navo Middle School will dedicate time for our math and ELAR teachers to really drill down into the data, identify growth needs and opportunities, and develop intervention opportunities for students at all levels.

Student Achievement...

Navo Middle School will continue to examine the student data from all relevant sources, provide professional learning opportunities for staff to develop intervention plans that target growth for every student.

School Culture and Climate...

Navo Middle School will continue to solicit input from all stakeholders and provide opportunities for parents to become involved in their students' educational experiences. We will continue to foster a strong relationship between Navo and our PTA.

Staff Quality, Recruitment and Retention...

Navo Middle School will solicit input from teachers to determine individual and collective professional growth needs. We will dedicate AK funds to assist our campus and teachers in that endeavor.

Curriculum, Instruction, and Assessment...

Navo Middle School will utilize the master schedule in a way that maximizes the opportunity for collaboration between teachers and administrators. We will continue to improve the use of our Professional Learning Communities so students will improve in their academic achievement, growth and engagement.

Family and Community Involvement...

Navo Middle School will continue to highlight the achievements and contributions of students and staff. We will invest in WATCH D.O.G.S. to promote family involvement, volunteerism, and a safe campus.

School Context and Organization...

Navo Middle School will emphasize professional growth opportunities for teachers with a focus on improving instruction, thus student achievement and growth.

Technology...

Navo Middle School will utilize the technology afforded to keep students engaged in learning. We will work with the district to determine priorities that require substantial funds.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Brandt Brooks
Teacher	Tiffani Blount
Teacher	Samm McAlister
Teacher	Cesar Vasquez
Teacher	Chris Schick
Teacher	Nitia Harris
Teacher	Kenneth Telschow
Teacher	Christy McKeever
Teacher	Kelly Wilcox
Campus-Based Nonteaching Professional	Courtney Wilkerson
Campus-Based Para or Operations Staff Rep	Marci Robles
Community Rep	Rachel St. Pe
Parent Rep	Ann Jeanette Martin
Business Rep	Jessica Smith

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

Date	Time	Location
September 25, 2019	3:45	Navo Library
October 30, 2019	3:45	Navo Library
November 20, 2019	3:45	Navo Library
January 15, 2020	3:45	Navo Library
March 6, 2020	3:45	Navo Library
May 6, 2020	3:45	Navo Library

Rodriguez Middle School

Campus Improvement Plan 2019-20

Table of Contents

Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

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

School Vision

RMS: To create a place where students and staff want to come every day to grow and learn.

School Values

Collaboration, Innovation, Responsibility, Integrity, Leadership

WIG 1:By the end of 2019-20, 80% of our stakeholders will complete and rate RMS a 4-5 (meet to exceeds) in all categories on culture and climate surveys.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Begin implementation of Restorative practices Trainers of trainers	admin	AK $1900 registration & $720 sub days		Teachers & Admin attend training session in October	Better relationship between students and staff	October
Update staff treatment agreement	admin	none		Campus training document & sign in	Better relationship between students and staff	August
Revisit through campus team meetings relational practices	admin	none		Calendar appointments	Better relationship between students and staff	November January April
Update social media sites weekly to provide communication to parents and community.	Admin	None		Facebook posts & tweets	Allows parents & community a consistent communication form	November January April
Minimum of monthly SMORE newsletters to staff.	Admin	None		SMORE newsletters & feedback reports from SMORE	Allows staff a consistent communication form	November January April
Minimum of twice a month RMS update to parents/guardians of events.	Admin	None		Messenger emails	Allows parents a consistent communication form	November January April
Parent trainings on topics from engagement survey (bullying, SRO,	Admin & Counselors	None		Parents attending session	Allows parents voices to be heard with regards to concerns raised in surveys	November January April
Survey staff twice a year	Admin	None		Staff data	Allows admin to make adjustments as needed to meet the needs of the staff	December May
6th grade Viper Hatchling camp	Admin Counselors Staff	Donation		Students attending session	Allows admin and staff to create a foundation of expectations and protocols for incoming students	August
New to RMS for 7th & 8th grade camp	Admin Counselors Staff	None		Students attending session	Allows admin and staff to create a foundation of expectations and protocols	August

WIG 1:By the end of 2019-20, 80% of our stakeholders will complete and rate RMS a 4-5 (meet to exceeds) in all categories on culture and climate surveys.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					for incoming students	
Administrator attend all RMS PTSA meetings	Admin	None		Sign in sheets from PTSA	Allows parents & community voice to campus	November January April
Student surveys twice during year	Admin	None		Student data	Allows students a voice in campus	December May
Parent surveys twice during year	Admin	None		Parent data	Allows parents & community voice to campus	December May
The Counseling Department will establish a goal(s) that address the social, emotional and academic needs of students	Counselors	None		Counselor Plan	Allows students a voice in campus and in their personal growth	November January April
Implement student and staff recognition programs	Admin Team Leads	Donations		Awards & recognitions	Positive growth from students and staff	November January April
Character Development for 7th and 8th grade girls leadership	SAC, Admin and class teacher	$900		Class in schedule Survey pre and post	Fewer referrals for behavior	November January May
Bullying Prevention Presentation for students	Counseling team admin	$1000 at risk funding		Student survey	Safer school and more awareness of the impact of bullying on student relationships	November
Provide support to year 1,2,3 teachers through on campus mentoring/coaching	IC DLS	None		Walk Through Data	More engagement from staff	November January May
What's Up Wednesday	Counselors Admin	None		Bell Schedule & Lessons	Positive growth from students	
Parent meetings throughout year	Counselors	None		Presentations	Allows parents & community voice to campus	August
Provide training for teachers on SEL and how to use their strengths when working with	Dr. Adam Saenz	$1750		Presentation	More engagement from staff	August January

WIG 1:By the end of 2019-20, 80% of our stakeholders will complete and rate RMS a 4-5 (meet to exceeds) in all categories on culture and climate surveys.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
students						

WIG 2: RMS will support the BHS Zone Goal and 70% of our students will show Expected or Accelerated Growth on state assessments.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Math, science, social studies and ELAR will establish its own goals regarding tested grade levels based on district data.	Subject Teachers	None		PLC meeting minutes from each department with progress toward goal	Teachers are monitoring their progress and making necessary adjustments to instruction/assessments toward the department and school goal	November February May
Math, science, social studies and ELAR will meet weekly in subject level PLCs.	Subject Teachers	None		PLC meeting minutes from each department with progress toward goal	Teachers are monitoring their progress and making necessary adjustments to instruction/assessments toward the department and school goal	November February May
Counseling department will advise students about advanced course work with a goal of 50% of all 7th and 8th grade students will enroll	Counselors	None		Course Selection	Students will be exposed to more rigorous and advanced coursework	March
Departments will develop campus goals to work with students after benchmark assessments	Admin Subject Teachers	$5500 sub day ELAR - 28 Math - 14		Instructional plans to be implemented in classes	Teachers are monitoring their progress and making necessary adjustments to instruction/assessments toward the department and school goal	Feb/March May
Walk Through Focus and Number	Admin			Monitoring and feedback of instructional standards between staff	Teachers are receiving relevant feedback to help facilitate TTESS and growth	November February May
Hired an instructional coach to support teachers through PLC	IC			Lesson plans and walkthroughs	Instructional practices reflect the components of readers writers workshop	November February May
Attend PLC training with campus leadership team	Teachers/Admin	AK $9900 ($6000 registration, 1440 subs, 2400 travel)		Teacher attending will implement teaching strategies into their lesson plans and classes; share information with their PLC	More students progressing one or more levels	November February May

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
WIG 2: RMS will support the BHS Zone Goal and 70% of our students will show Expected or Accelerated Growth on state assessments.						
Academic Leadership Team PLC	Teachers/Admin/IC			Teacher attending will implement teaching strategies into their lesson plans and classes; share information with their PLC	More students progressing one or more levels	November February May
To help science develop additional instructional strategies to reach our at risk students and close learning gaps teachers will attend CAST	Science Teachers IC	$720 for sub days		Teacher attending will implement teaching strategies into their lesson plans and classes; share information with their PLC	More students progressing one or more levels	November May
Have non fiction texts at a variety of grade levels to support both reading in ELAR and Science through the articles in Science World	Science Teachers	$376			More students progressing one or more levels	
Provide targeted specific tutorials for students who have gaps in their learning to close the learning gap and allow them to become on grade level (Whats up Wednesday)	Math & ELAR teachers Admin			Rosters from tutorial sessions; lessons from tutorials	More students progressing one or more levels	January March May
Train instructional coach on live action coaching through Teacher College	IC	$2800		Documentation through IC walk throughs	Instructional practices reflect the components of readers writers workshop and instructional best practices	October February May
ELAR conferencing/small group materials	ELAR	$820		Teacher attending will implement teaching strategies into their lesson plans and classes;	More students progressing one or more levels	November February May
Train a teacher at TCC for Lucy Caulkins writing/reading to help better challenge our EXPO/Honors students in their growth		$1952		Teacher attending will implement teaching strategies into their lesson plans and classes;	More students progressing one or more levels	August January
After School Intervention Groups	ELAR/Math	$2500		Rosters from tutorial	More students progressing	January

WIG 2: RMS will support the BHS Zone Goal and 70% of our students will show Expected or Accelerated Growth on state assessments.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				sessions; lessons from tutorials	one or more levels	March
Math resources to spiral common missed concepts into the curriculum	Math	$1200		Use during lessons/interventions	More students progressing one or more levels	November February May
Leadership Team PLC	ALT					

Texas Education Agency
2019 Closing the Gaps
RODRIGUEZ MIDDLE (061901050) - DENTON ISD

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	9	18	50%	30.0%	15.0
Growth Status	4	18	22%	50.0%	11.0
ELP Status	0	1	0%	10.0%	0.0
Student Success Status	3	13	23%	10.0%	2.3

Closing the Gaps Score: 28

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y		
% at Meets GL Standard or Above	52%	36%	48%	60%	50%	82%	100%	44%	41%	37%	24%	53%	56%	47%		
# at Meets GL Standard or Above	398	70	73	233	4	9	2	7	125	14	22	8	225	173		
Total Tests (Adjusted)	772	195	153	387	8	11	2	16	305	38	90	15	400	372		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	N	N	N	N					N	N	N		N	N		
% at Meets GL Standard or Above	38%	25%	29%	46%	38%	91%	50%	31%	29%	29%	12%	33%	45%	30%		
# at Meets GL Standard or Above	291	49	45	178	3	10	1	5	89	11	11	5	178	113		
Total Tests (Adjusted)	771	195	153	386	8	11	2	16	305	38	90	15	400	371		
Total Indicators															9	18
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	N	N	Y	N					Y	Y	N		Y	N		
Academic Growth Score	65	59	67	68	56	77	100	66	64	79	55	36	66	64		
Growth Points	480.5	105.5	97.0	252.5	4.5	8.5	2.0	10.5	185.0	27.5	47.5	5.0	264.0	216.5		
Total Tests	734	179	144	374	8	11	2	16	289	35	86	14	398	336		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	N	N	N	N					N	N	N		N	N		
Academic Growth Score	55	47	61	56	50	82	75	56	53	53	53	43	58	52		
Growth Points	405.5	83.5	89.0	210.0	3.5	9.0	1.5	9.0	153.5	19.0	46.0	6.0	232.0	173.5		
Total Tests	732	179	145	372	7	11	2	16	290	36	86	14	398	334		
Total Indicators															4	18
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																

Texas Education Agency
2019 Closing the Gaps
RODRIGUEZ MIDDLE (061901050) - DENTON ISD

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
English Language Proficiency Status																
Target										36%						
Target Met										N						
TELPAS Progress Rate										31%						
TELPAS Progress										9						
TELPAS Total										29						
Total Indicators															0	1
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	N	N	Y	N	N	N	N	N	Y	N	N	N	Y	N		
STAAR Component Score	44	34	41	51	39	65	83	39	38	35	21	42	49	40		
% at Approaches GL Standard or Above	75%	61%	75%	82%	68%	86%	100%	70%	68%	65%	42%	73%	81%	69%		
% at Meets GL Standard or Above	41%	29%	35%	49%	36%	73%	83%	33%	33%	31%	17%	40%	47%	36%		
% at Masters GL Standard	17%	12%	12%	21%	12%	35%	67%	14%	13%	10%	5%	13%	20%	14%		
Total Tests	2,286	560	471	1,144	25	37	6	43	906	117	273	40	1,187	1,099		
Total Indicators															3	13
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Texas Education Agency
2019 Closing the Gaps
RODRIGUEZ MIDDLE (061901050) - DENTON ISD

CONFIDENTIAL

Status and Data Table

Total Indicators	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%		
# Participants	823	216	164	403	8	12	2	18	326	39	97	16	420	403		
Total Tests	824	216	165	403	8	12	2	18	326	39	98	16	420	404		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	823	216	165	402	8	12	2	18	326	39	98	16	420	403		
Total Tests	823	216	165	402	8	12	2	18	326	39	98	16	420	403		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Eduphoria   MAP
Professional Learning Communities (Minutes)
Denton ISD Curriculum Documents
Campus Culture and Climate Survey
Learning Walks
Assessment Planning

Lesson Plans
STAAR Results

Findings/Analysis

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

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

Strengths...	Needs...
Over 95% of the RMS staff post and refer to the daily learning target with students.	- **Scheduled data driven PLC for each subject area with administration to lead some of the PLC meetings**. RMS staff will begin looking more in depth at performance of understanding and creating exemplars of strong/weak work - **Having staff move beyond just posting the learning target to having students assessing their learning in relation to the learning target and at what level they are at with regards to the learning** -

Summary of Needs

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

Rodriguez Middle School will utilize and monitor Professional Learning Communities to ensure that the curriculum that is developed addresses student needs as well as satisfies the standards and expectations of the STAAR
RMS staff will continue to develop AFL strategies of learning targets, performance of understanding and strong/weak work as a staff to have the students better be able to articulate their daily learning and at what level they are interacting with the learning.

Demographics

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
Overview of 2018 State Accountability System
Campus Culture and Climate Survey

Findings/Analysis

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

Strengths...	Needs...
Attendance rate is 96.7 All students are accounted for as leavers	As we get additional families that are not from Texas we need to find ways to teach them about the policies and procedures for the Texas/Denton/RMS school system

Summary of Needs

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

As a newer campus in a fast growth area we have a large number of families who are unfamiliar with the policies and procedures for Texas and specifically Denton ISD/RMS (state testing, attendance, special education, etc). We are working to develop ways to gather and share this information to help them better assimilate to the campus and district.

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Community Engagement Survey
Gallup Student Survey
PTSA Feedback
CLT Community Member Feedback

Findings/Analysis

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

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

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

Strengths...-	Needs -
Building relationships with students Providing opportunities for students to be invo	Find additional ways to communicate with our families the programs we are offering to our students Safety concerns/Bullying Future career planning with students making the connection between current activities and future events

Summary of Needs

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

RMS will focus on additional outreach opportunities with our families to learn what we are doing to meet the social emotional needs of our students. We will offer additional programs for parents on bullying, student choices, and other concerns as they arise.

Comprehensive Needs Assessment

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Administrative Staff Feedback Master Schedule Demographics TAPR

Findings/Analysis

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

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

Strengths...	Needs...
Master schedule that provides opportunities for staff to meet regularly in academic and team PLC	Provide a more established structure for PLC

Summary of Needs

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

Create an administrative/academic leadership team PLC to teach specific structure and protocols for PLC time. This will provide support to the leaders of PLC and an opportunity to create the common language on which to build success.

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey
TAPR
PTSA Feedback
CLT Community Member Feedback

Findings/Analysis

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

Strengths...	Needs...
RMS has high campus and culture feedback from staff with their engagement on campus. Feedback from the PTSA and other parent groups indicate that parents feel positive about the campus and the direction we are going	Large number of new families which need to be integrated into the RMS campus and culture

Summary of Needs

As a newer campus we are continuing to build the campus culture and climate with new staff and families. We continue to look to find ways to welcome new students and their families into the campus. We have developed a mentor program for new students and try to partner them with existing students to help the transition to RMS.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
- All staff, professional and paraprofessional, are certified and trained in their appropriate degrees and certification.	- Better support of new to teaching staff

Summary of Needs

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

To help support both new to teaching and veteran teachers RMS will utilize an instructional coach as a supportive measure to improve the quality of our instruction, increase student achievement, and create an environment that will attract and maintain highly qualified staff.

Student Achievement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary

Findings/Analysis

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

Strengths...	Needs...
ELAR overall is at meets grade level or above in all subpopulations	- Increase Math scores not only in meeting grade level but also showing a minimum of one year growth for students. ELAR needs to work on showing a minimum of one year of growth for students. Large number of ESL students who are one/two measures from exiting the ESL program - Designate a more precise form of multi-tiered intervention to support low performing students

Summary of Needs

RMS is hiring a math interventionist to work with our at risk student population.
RMS will designate a more precise form of multi-tiered intervention to support low performing students overseen by a grade level administrator to help monitor and support the implementation
RMS will utilize MAP data at all grade levels to help support and provide targeted intervention for students.

Comprehensive Needs Assessment

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey

Findings/Analysis

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

Strengths...	Needs...
RMS staff utilize google classroom and technology daily to provide access to students and families about learning at RMS	Finding additional ways to incorporate technology to enhance learning and not supplant paper and pencil

Summary of Needs

The digital learning specialist in collaboration with the instructional coach will help support teacher implementation of technology instructional learning strategies to positively impact learning in the classroom.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

As a newer campus in a fast growth area we have a large number of families who are unfamiliar with the policies and procedures for Texas and specifically Denton ISD/RMS (state testing, attendance, special education, etc). We are working to develop ways to gather and share this information to help them better assimilate to the campus and district.

Student Achievement...

RMS is hiring a math interventionist to work with our at risk student population.
RMS will designate a more precise form of multi-tiered intervention to support low performing students overseen by a grade level administrator to help monitor and support the implementation
RMS will utilize MAP data at all grade levels to help support and provide targeted intervention for students.

School Culture and Climate...

As a newer campus we are continuing to build the campus culture and climate with new staff and families. We continue to look to find ways to welcome new students and their families into the campus. We have developed a mentor program for new students and try to partner them with existing students to help the transition to RMS.

Staff Quality, Recruitment and Retention...

To help support both new to teaching and veteran teachers RMS will utilize an instructional coach as a supportive measure to improve the quality of our instruction, increase student achievement, and create an environment that will attract and maintain highly qualified staff.

Curriculum, Instruction, and Assessment...

Rodriguez Middle School will utilize and monitor Professional Learning Communities to ensure that the curriculum that is developed addresses student needs as well as satisfies the standards and expectations of the STAAR
RMS staff will continue to develop AFL strategies of learning targets, performance of understanding and strong/weak work as a staff to have the students better be able to articulate their daily learning and at what level they are interacting with the learning.

Family and Community Involvement...

RMS will focus on additional outreach opportunities with our families to learn what we are doing to meet the social emotional needs of our students. We will offer additional programs for parents on bullying, student choices, and other concerns as they arise.

School Context and Organization...

RMS is hiring a math interventionist to work with our at risk student population.
RMS will designate a more precise form of multi-tiered intervention to support low performing students overseen by a grade level administrator to help monitor and support the implementation
RMS will utilize MAP data at all grade levels to help support and provide targeted intervention for students.

Technology...

The digital learning specialist in collaboration with the instructional coach will help support teacher implementation of technology instructional learning strategies to positively impact learning in the classroom. .

Campus Leadership Team (CLT)

CLT Members

Role	Name
TeacherTaylor Wynn Michelle Bilgri	*[signature]*
Teacher Kevin Murphy Rachel Murphy	*[signature]*
Teacher Hannah Elliott Lindsey Howard	*[signature] Hannah Elliott* *[signature]*
Teacher Misty Bennett ~~Traci Melson~~ not on this year	*[signature]*
Teacher Cara Smith Jennifer Goodpaster	*[signature]* *[signature]*
Teacher Angela Taylor Karin TenBroeck	*[signature]* *KTenBroeck*
Teacher Emilio Sanchez Candi Warren Chelsea Levine	*Candi Warren Emil [signature]* *C Levine*
Campus-Based Nonteaching Professional Jennifer Phillips Luke Nichols Stephani Mohon	*[signature]* *[signature]* *Stephani [signature] Mohon*
Campus-Based Para or Operations Staff Rep: Tracie Lau & Holly Stratton	*[signature] Stratton* *[signature]*
District-Level Professional Jeff Russell	
Parent Rep Melissa Withaeger	
Parent Rep Yatishe Milner	*[signature]*
Community Rep Edna Scott	
Community Rep	
Business Rep	
Business Rep	

[signature]

Catherine Bell Elementary

Campus Improvement Plan 2019-20

Table of Contents

Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Learning for all.

School Vision

Creating a safe and engaging environment where learners are empowered to flourish as productive members of the community.

School Values

Be a leader; Overcome obstacles; Bring a positive attitude; Cultivate character; Accept responsibility; Treat others with respect; Show integrity

WIG 1: Bell Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that 85% of students achieve a minimum of one year's growth in reading by June 2020 as evidenced by multiple sources of campus data.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Bell staff will implement with fidelity a progress monitoring system that collects multiple sources of data for every student K-5, is reviewed frequently in grade level groups, and drives classroom instruction and intervention instruction. ● Data Collected: DRA reading level, iStation scores, Imagine Math scores, BluePrint scores, K-5 Math Facts scores, common assessment scores, district writing assessments, ELI, KR, STAAR benchmark data ● Implement a monitoring system that keeps track of student intervention minutes on iStation and Imagine Math/Blue Print that recognizes students for making growth wherever their starting level ● Common progress monitoring document ● TIer 3 interventions with the interventionists will be determined based on the data collected ● Data collected will be reviewed for growth of all subgroups including but not limited to: Asian, African American, Hispanic, Special Education, ELL, Economically Disadvantaged. Special attention will be paid to closing the gap (more than one year's progress) for African American, Hispanic, Economically Disadvantaged, and Special Education groups based on 18-19 data.	Classroom teachers Instructional interventionists/Coaches Admin			Progress Monitoring Documentation By Grade Level and Classroom (reading, writing, math, science) DMTSS Meeting Agendas and Interventions Assigned Flexible Groupings in Daily Intervention PLC Agendas	Increased student achievement, growth of students 2019-2020 STAAR scores (including growth measure) as compared to 2018-2019 STAAR scores, ELI scores, and KR scores. Growth as reported by iStation (K-5), Imagine Math (K-5) Increase number of students reading on grade level by Grade 3	
Teachers will engage in regular Professional Learning Community work that focuses on a backwards design model, analysis of student	Classroom teachers Instructional		T1: $20,000 Substitutes for	PLC Agendas Team Notes	Walk-through data/feedback over time	

WIG 1: Bell Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that 85% of students achieve a minimum of one year's growth in reading by June 2020 as evidenced by multiple sources of campus data.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
data, and determining next steps for instruction. ● Identify essential standards ● Study, discuss, and unpack TEKS ● Keep the end in mind - review report card assessments/transfer tasks, STAAR released questions.. Determine appropriate level of rigor. ● Create learning targets based on TEKS, UbD Units, etc. Consider pre-requisite skills needed. ● Sequence learning targets in order of cognitive demand. Discuss common misconceptions anticipated. ● Create criteria for common understanding of success/mastery. Answer - what evidence of learning will we collect and document? ● Develop/review common pre-assessments and common formative assessment. ● Teach - Cycle of analyzing data, monitoring, and adjusting instruction and intervention/acceleration. PLC will continue to focus on new learning and professional development: ● Lucy Calkins Reading and Writing Units of Study will be implemented K-5, and Phonics K-2.	Interventionists/Coaches Admin		grade level planning, mega lab, implementation of the Units of Study $14,691 student supplies - build class libraries $20,000 teacher, admin travel - Units of Study PD (TRWCP training) $2,000 parent involvement - Units of Study Night	List of Essential Standards/Unpacked TEKS Walkthroughs (evidence of implementation) Student data Intervention/Acceleration plans of action PLC Non-Negotiables/Tights	Increased student achievement on formative assessments and work samples (see Lead 1 - progress monitoring for individual student growth) Increase number of students reading on grade level by Grade 3 2019-2020 STAAR scores (including growth measure) as compared to 2018-2019 STAAR scores, ELI scores, and KR scores.	

Continue to Implement Assessment for Learning Strategy 1 across the campus.
● I can write quality learning targets. "What's on the wall"
  ○ Target aligned to TEKS
  ○ Target describes learning
  ○ Student-friendly language
  ○ Lesson-sized
● I can make targets clear to students. "What's on the head"
  ○ Words clarified
	Classroom teachers
	
	Instructional interventionists/Coaches
	
	Admin
				AFL Team Plan
				
				Staff development agendas/training materials
				
				Co-creation products
				
				Administration will report learning target progress across the campus
					Administration will report learning target progress/strong & weak work progress across the campus frequently using walkthrough data.
					
					Increase in students being able to articulate the learning target and how
						October

WIG 1: Bell Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that 85% of students achieve a minimum of one year's growth in reading by June 2020 as evidenced by multiple sources of campus data.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
○ Reference target throughout lesson ○ Students own the target Continue to Implement Assessment for Learning Strategy 2 across the campus. Work alongside AFL team and C&I to provide new learning about utilizing strong and weak samples with students to define success criteria of the learning target in staff meetings throughout the year. Implement Assessment for Learning Strategy 3 across the campus: Provide Descriptive and Specific Feedback to students. Professional development will involve staff learning together about what makes feedback meaningful to students, when to give feedback, how to document feedback given, how to use documented feedback in goal setting with students, and how to determine if feedback given is advancing student learning.				frequently using walkthrough data. This will include students being able to articulate how they know they are being successful (what does success look like) increasingly throughout the school year. Classroom conferring notes Staff co-creating "What Quality Feedback Looks Like and Sounds Like" AFL Team Presentations	they know they are being successful. Increase in students being able to articulate what their next steps in learning are (individualized goals)	
Instructional coaches will work with teachers to continue to foster growth and development of best practice teaching strategies involving the Units of Study workshop model, through mega labs and staff development.	Admin , Instructiona l Coaches, Teachers		$64,945 ½ Math Instructi onal Coach ½ Reading Instructi onal Coaches $5,000 PD supplies and material for teacher learning	Observation Feedback, monthly agenda, walkthrough data Units of Study Reading K-2 Phonics Units of Study Reading Classroom Libraries Running Records Math Workshop	Increase in student engagement and achievement of at least one year's growth	

WIG 2: Bell Elementary will increase effectiveness of campus behavioral/social-emotional learning systems.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Year 3 implementation of Bell's Positive Behavior Support/Character Building system: Continue: ● BOBCATS core values (Be a Leader; Overcome Obstacles; Bring a Positive Attitude; Cultivate Character; Accept Responsibility; Treat Others with Respect; Show Integrity) ● Morning Meeting/Restorative Circles (relationship building, character development) ● Gallup Strengths Study (4th & 5th Grade) ● Bobcat Brags student recognition system ● Co-created common areas expectations ● Posting and teaching students expectations ● Recognizing students for meeting common area expectations with Bobcat Bucks that can be spent in the Bobcat Buck Store ● Continue to assess that behavioral strategies and actions are aligned to Bell's mission. ● Continue to monitor behaviors that will be classroom-managed versus office-managed. Implement: ● Bell staff will develop and implement a pyramid of interventions/strategies for intervening with poor student behaviors ● Restorative Practice green circles with staff twice per year ● Co-create and implement classroom expectations with staff and students ● Recognizing students for meeting classroom expectations with Bobcat	Classroom teachers Instructional interventionists Support Staff Office Staff Paraprofessional Staff Admin			Morning Meeting planning documents. Quotes of the day focused on BOBCATS core values. Bobcat Brag system Bobcat Bucks system BOBCATS common area expectation posters posted around campus Pyramid of behavioral interventions	Decrease in office referrals. Decrease in time students are out of class for discipline intervention and suspensions. Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom).	

WIG 2: Bell Elementary will increase effectiveness of campus behavioral/social-emotional learning systems.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Bucks that can be spent in the Bobcat Bucks store ● Working directly with staff on strategies for managing student behavior in the classroom and building student engagement ● Join DISD Social/Emotional Learning Cohort 2 and implement work with the counseling department on campus to meet student SE needs.						

WIG 3: Bell Elementary will increase staff engagement (staff feel recognized) as evidenced by Campus Culture & Climate surveys.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue: ● 212 staff recognition ● Annual campus theme ● Team building opportunities throughout the year ● 12 Days of the Holidays staff appreciation ● May Mania staff appreciation ● Co-creation of campus CNA and CIP ● Input into master schedule, annual calendar ● Recognize staff and their work publicly on the campus Facebook page ● Staff of the Month recognition ● Admin champion teaching common area expectations to students and awarding Bobcat Bucks alongside staff Implement: ● Staff Bobcat Bucks when staff meet expectations and demonstrate BOBCATS core values. Staff can spend these bucks in a staff store ● Increase staff committee work (attendance, PBIS/BOBCATS, leadership clubs, team leaders, CLT, Literacy, Green Team, Bully Prevention, Building Emergency Response Team, Social Committee, AFL Team, etc) to give staff opportunity to have input into important campus decision-making ● Increase staff feedback as it pertains to walk-throughs and observations (formal and informal feedback - including positive notes) ● Implement "Please Notice" boards outside classrooms that highlight what teachers are working on so admin can leave feedback on this targeted area ● Implement Staff Highlights celebrating	All Bell Staff: Teachers, interventionists, paraprofessional staff, support staff, admin			Facebook posts/photos Walkthrough data Committee agendas/products Use of Please Notice boards outside classrooms Bobcat Bucks store implementation (student and staff stores) Dates to Remember campus calendar	Increase in staff engagement and staff feeling recognized as evidenced by the Staff Engagement Survey and the Campus Culture and Climate Survey.	

WIG 3: Bell Elementary will increase staff engagement (staff feel recognized) as evidenced by Campus Culture & Climate surveys.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
individual staff members (Facebook, newsletters, framed notes from staff ● Implement weekly staff newsletters to build collegiality, share upcoming information, and celebrate staff ● Admin hand write birthday cards for staff						

Texas Education Agency
2019 Closing the Gaps
CATHERINE BELL EL (061901127) - DENTON ISD

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	2	18	11%	30.0%	3.3
Growth Status	10	16	63%	50.0%	31.5
ELP Status	1	1	100%	10.0%	10.0
Student Success Status	3	10	30%	10.0%	3.0

Closing the Gaps Score: 48

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	N	Y	N	N	-	-	-	-	N	N	N	N	N	N		
% at Meets GL Standard or Above	37%	32%	30%	50%	0%	31%	-	17%	21%	27%	5%	33%	42%	32%		
# at Meets GL Standard or Above	139	45	25	63	0	5	-	1	30	9	2	3	78	61		
Total Tests (Adjusted)	373	141	84	125	1	16	-	6	146	33	39	9	185	188		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	N	N	N	N	-	-	-	-	N	Y	N	N	N	N		
% at Meets GL Standard or Above	39%	29%	32%	54%	0%	56%	-	33%	23%	45%	13%	33%	45%	33%		
# at Meets GL Standard or Above	146	41	27	67	0	9	-	2	33	15	5	3	84	62		
Total Tests (Adjusted)	373	141	84	125	1	16	-	6	146	33	39	9	185	188		
Total Indicators															2	18
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	N	Y	-	-	-	-	N	Y	Y	Y	Y	Y		
Academic Growth Score	67	71	59	70	-	65	-	38	59	69	63	60	68	67		
Growth Points	162.5	62.5	29.0	61.0	-	8.5	-	1.5	52.5	14.5	17.0	3.0	79.0	83.5		
Total Tests	241	88	49	87	-	13	-	4	89	21	27	5	116	125		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	Y	N	N	-	-	-	-	N	Y	Y	Y	N	Y		
Academic Growth Score	71	73	68	71	-	77	-	50	64	73	78	90	69	73		
Growth Points	172.0	64.5	34.0	61.5	-	10.0	-	2.0	58.0	16.0	21.0	4.5	80.0	92.0		
Total Tests	242	88	50	87	-	13	-	4	90	22	27	5	116	126		
Total Indicators															10	16
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																

Texas Education Agency
2019 Closing the Gaps
CATHERINE BELL EL (061901127) - DENTON ISD

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										45%						
TELPAS Progress										22						
TELPAS Total										49						
Total Indicators															1	1
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	N	Y	N	N		N			N	Y	N		Y	N		
STAAR Component Score	42	36	38	53	33	44	-	25	30	40	16	42	48	37		
% at Approaches GL Standard or Above	70%	65%	63%	81%	100%	64%	-	50%	59%	64%	35%	74%	76%	64%		
% at Meets GL Standard or Above	38%	29%	33%	52%	0%	40%	-	19%	22%	36%	8%	39%	44%	32%		
% at Masters GL Standard	19%	14%	18%	25%	0%	27%	-	6%	9%	20%	5%	13%	24%	14%		
Total Tests	995	375	219	338	2	45	-	16	383	89	105	23	486	509		
Total Indicators															3	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

CONFIDENTIAL

Texas Education Agency
2019 Closing the Gaps
CATHERINE BELL EL (061901127) - DENTON
ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Total Indicators																
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	398	160	87	128	1	16	-	6	165	33	45	9	187	211		
Total Tests	398	160	87	128	1	16	-	6	165	33	45	9	187	211		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	398	160	87	128	1	16	-	6	165	33	45	9	187	211		
Total Tests	398	160	87	128	1	16	-	6	165	33	45	9	187	211		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Mega Lab dates, STAAR data, Benchmark data, PLC agenda

Findings/Analysis

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

Strengths...	Needs...
Academic growth scores are higher than the district average. Growth in all subjects from 2017-2018 except writing. UoS will help vertically align ELAR Unpacking standards helps evaluate alignment for instruction The use of learning communication tool Frequent mega lab trainings PLC unpacking TEKS, looking for evidence of learning and adjustments needed for struggling students. Progress monitoring sheets Formative and summative assessments Learning targets goals displayed and referred to throughout lesson	Address needs of prior year non-proficient students to improve growth. (Progress monitoring) Writing needs to be an area of focus to help increase STAAR performance. Vertical alignment Grade level "tights" for intervention and how data is used in PLCs. Ensuring the SPED team has a set PLC time 2 times a quarter. Will progress monitoring be sent to next year teachers? What will this look like? Progress monitoring accountability to keep data up to date. Clear expectations for Data Binders List of alternative mentor texts for Lucy units- stock the library with them.

Summary of Needs

Vertical alignment, Progress monitoring accountability and clear expectations

Address needs of prior year non-proficient students to improve growth. (Progress monitoring)
Writing needs to be an area of focus to help increase STAAR performance.
Vertical alignment
Grade level "tights" for intervention and how data is used in PLCs.
Ensuring the SPED team has a set PLC time 2 times a quarter.
Will progress monitoring be sent to next year teachers? What will this look like?
Progress monitoring accountability to keep data up to date.
Clear expectations for Data Binders
List of alternative mentor texts for Lucy units- stock the library with them.

Comprehensive Needs Assessment

Demographics

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Demographics of students in school broken down by race
Mobility rate of campuses in area, campus, district, and state
Demographic by gender for special education
Demographic by race for special education
At-Risk coding for students (gender and race)
Demographic by gender and race for expo

Findings/Analysis

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

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

Strengths...	Needs...
Our transient/mobility rate is no lower than other Denton ISD schools nearby Our staff is proactive at identifying and serving students with special needs (including EXPO)	Focus on identifying girls for EXPO We should be aware of our mobility rate in comparison to other schools/the state Include minorities in EXPO referrals Identify At Risk student and finding at risk programs for youth

Summary of Needs

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

Focus on identifying girls for EXPO
We should be aware of our mobility rate in comparison to other schools/the state
Include minorities in EXPO referrals
Identify At Risk student and finding at risk programs for youth

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Boy's and Girl's Leadership, 5th grade mentors, Power Packs, Power Snacks, Friends of the Family Presentations, PTA membership, Watch Dog Volunteers, Braswell Mentors, Perason Project Holiday Assistance, Career Day Volunteers, Teacher Facebook and newsletters. Lunch bunch increased involvement, 92 EXPO students, 55 SPED, 78 504 students.

Findings/Analysis

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

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

Strengths...-	Needs -
Increase in students participating in lunch bunch Strong EXPO program Reader's Cafe for RR 5th Grade Mentors for Kindergarten SIS program to encourage student leaders Writing/Reading celebrations	Lunch bunch agendas report Watch dogs mentoring/more specific plans Mom volunteers similar to watchdogs Teacher mentors for students Teacher training for special pops SIS members for mentoring Big SIS/Little SIS Conveying info to parents to be involved in Lucy celebrations After school mentoring Summer Bridge program designed to close literacy gaps Summer reading
Strong PTA membership Power Packs Power Snacks Mobile Library Multicultural Night Fine Arts Night Kinder Camp Charity Bell Boy's Leadership Basketball game Bobcat Bash Grandparent's Day Braswell Fine Arts Support Family Involvement Facebook Page Usage S.I.S Girl's Leadership Denton Dash Literacy Cafe Watch DOGS Thanksgiving lunch EXPO showcase and parent group Field Day	Campus Campout Parent Learning Nights Award ceremonies Facebook read alouds Movie Night Forming Parent EXPO group Dyslexia parent night Campus wide home-school tools Campus wide community initiatives After school mentoring program Summer Bridge Program to close learning gaps.

Summary of Needs

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

Increase parent nights focusing on increasing parent knowledge of how to help their kids at home. Continue community partnerships to help meet our students basic needs such as Power Packs, Power Snacks, and Holiday Assistance.

Comprehensive Needs Assessment

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

DMTSS Meeting Schedule
Culture and climate survey

Findings/Analysis

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

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

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

Strengths...	Needs...
Engagement scores equal or greater to district. Percentage who believe they have influence at our campus has increased since last year. Staff feels trusted to deliver instruction and manage their classroom without being micromanaged. Collaboration is actively encouraged within the Bell culture. ● Assessments are aligned when they are district ones. ● Ability to monitor reading and math progress and adjust instruction accordingly due to the istation and Imagine mateh programs.	Increased collaboration between teams and grades - vertical alignment. Provide channels to share and collaborate with schools in the braswell zone. Create google survey for school wide decisions, continue to value teacher input. ● Vertical Alignment throughout the school. ● Strong examples for modified & accommodated assessments

Summary of Needs

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

● Vertical collaboration/ alignment within campus and zone.
● Create platform for teachers to provide feedback and opinions on school-wide issues.
● Develop/utilize platform for sharing resources used across district in classrooms (Lucy Calkins, for example)

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

> Discipline Data (2017-2018 and 2018-2019), academic STAAR data, Discipline Process Flow Charts, Guided Reading Correlation Chart, Draft Vision, Staff engagement survey, Bobcat pledge

Findings/Analysis

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

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

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

Strengths...	Needs...
Bell morale is high among teachers. Teacher have positive relationships with students outside of their own classroom. Teachers use progress monitoring documents to track that we are making years growth. Bobcat brags and bucks show that teachers and students are aligned with the vision and mission of the school. Use of learning targets in the classroom show that teachers and students are aligned with the vision and mission of the school. Morning meetings in the classrooms show that teachers and students are aligned with the vision and mission of the school. Red circles (conflict resolution) with administration show that teachers and students are aligned with the vision and mission of the school. The implementation of readers and writers workshops show that teachers and students are aligned with the vision and mission of the school. Positive behavior intervention processes in place for classroom management and organization. - Behavior intervention flow chart. Staff brainstormed toolbox of intervention ideas for students in the classroom. Common areas show evidence of positive behavior recognition. Common language - all focused on core values.	Focus on student and student parent morale. More community nights, summer reading program, parent university and a student council. Consistency in data binder usage across campus. Students set learning goals Buddy classrooms for activities Positive and encouraging relationships More free food events to draw parents in Retain the pledge but shortening the acronym for PBIS expectations to make them clearer for kids. Could be B.E.L.L. Coffee talks, parenting seminars to teacher parents and social emotional strategies Explicit schoolwide emphasis on the social emotional lessons taught during guidance lessons Change the store process (having students run the store or at lunch). Advertise on BBN when the store is available. Tweek and refine current processes Capturing kids hearts PBIS focus in the classrooms/specials COntinue work on focusing on the positive, not consequencing the negative. Reminder about classroom intervention - needs to be part of the process Videos showing expectations at the beginning of the year. Crisis prevention institute training for the whole staff. Consistently rewarding students for meeting expectation. Training on working with kids with Trauma. Training on working with students of minority demographics (inner city, economically disadvantaged, etc). Classroom expectations for green/yellow circles and consistency of usage. Training for teachers and staff on how to access red circles.

Summary of Needs

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

The campus needs continued work to develop positive behavior intervention and moving it from the common areas to the classroom.   Teachers and staff would like more training on working with the population of Bell elementary including working economically disadvantaged and students from the inner city. TItle Funds for trainings on working with poverty and increasing parent involvement and training for parents. Comp Ed funds for data binders and student goal setting.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TTESS document analysis (by dimension), TAPR report (staff demographics, years of experience, ethnicity), PD list of attendees over 3 years, Campus Culture & Climate survey, mega lab training dates by grade level

Findings/Analysis

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

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

Strengths...	Needs...
- Young campus - Administrators lead by example (learners) - Few teachers received "developing" - Class building - teacher input - Content expertise is higher than other areas - Work with certified academic language therapists - Specialized training in special programs (Reading Recovery, EXPO, Dyslexia, etc). - Mindful planning on placement of students - Exchange day new form - Quality interview process - Mega labs have a direct impact on implementation of Units of Study (Lucy Calkins) - Support from district coach - Staff believes it is making a positive impact and encourages professional growth - Every grade has been represented in AFL, Homegrown Institute - There has been a positive increase in how staff feels about their training opportunities. - Attend PD as a team - collaborate and hold each other accountable - Staff believes and implements in the PD they are attending - AFL has been followed up in staff meetings/PD - continued follow through on campus focus and PD - More PD has been offered and suggested to train team members - Special areas and SPED allowed to attend specific PD - TIA, AFL training	- Cohort Masters Program - Increased mentorships - Meaningful and targeted PD - staff driven (experts created from training) - System in place to help move teachers from proficient to accomplished - Mentor program on campus for new to Bell teachers - Differentiated PD - Bell faculty presents to Bell Elem about what Bell needs (tech especially) - Mega labs every 9-12 weeks - Math workshop PD - Buddies (mentors) - attend differentiated PD, then collaborate - More PD opportunities throughout the year - help at the time it is needed - Training of how special areas support brain development and higher-order thinking skills across subject areas - Training for staff on strategies and supports for specialized students

- Sharing info to team during PLC	

Summary of Needs

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

- Cohort Masters Program
- Increased mentorships
- Meaningful and targeted PD - staff driven (experts created from training)
- System in place to help move teachers from proficient to accomplished
- Mentor program on campus for new to Bell teachers
- Differentiated PD
- Bell faculty presents to Bell Elem about what Bell needs (tech especially)
- Mega labs every 9-12 weeks
- Math workshop PD
- Buddies (mentors) - attend differentiated PD, then collaborate
- More PD opportunities throughout the year - help at the time it is needed
- Training of how special areas support brain development and higher-order thinking skills across subject areas
- Training for staff on strategies and supports for specialized students

Comprehensive Needs Assessment

Student Achievement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Kathy Richardson Assessments
ELI Assessments
Benchmarks
Istation
STAAR scores

Findings/Analysis

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

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

Strengths...	Needs...
- showing growth among all demographics Academic growth scores higher than district % Science rated approaching 3rd grade Math - SPED increased Interventions (pull out, push-in, special programs) Progress monitoring Showing growth ISIP scores are generally corresponding with IRI levels. Amount of students testing on istation has increased. Progress monitoring per grade level Talking abou students of concern during PLC with team. 2nd and 4th increased # of Tier 1 students. Students with ECD, AA and Hispanic sub pop are struggleng.	- Universal Trainings or IRI's DRA's Training on iStation reading reports and using added teacher features Looking at sub pop data. Training on teaching diverse populations Need for teams to create formative/common assessments, ongoing data.

Summary of Needs

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

Implementing fully on Lucy and vertical alignment, vertical alignment need, how to show and address need.

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

-Bright Bytes survey (teacher & staff)

Findings/Analysis

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

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

Strengths...	Needs...
-It's availabe when it is needed 57% of the time -DTEK/Chromebook training -Online resources for student use -Blueprint now for K-1 math- student engagement grew in math skills -Gen Ed has access to tech -TIA (Technology in Action) implementation of new programs such as Flipgrid, Newsela -many resources available to teachers and students - Istation and Imagine Math- measurable data available	-Technology PD specific to grade level and implementation - Fix headphones, have them for classroom, and clear procedures and expectations -Teachers teach teachers -Parent knowledge and involvement -Look at data correlated to academic growth and test scores -Typing program implementation -More tech and training for special areas

Summary of Needs

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

More PD for technology for all teachers and areas, not only classroom teachers.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Focus on identifying girls for EXPO
We should be aware of our mobility rate in comparison to other schools/the state
Include minorities in EXPO referrals
Identify At Risk student and finding at risk programs for youth

Student Achievement...

Implementing fully on Lucy and vertical alignment, vertical alignment need, how to show and address need.

School Culture and Climate...

Focus on student and student parent morale. More community nights, summer reading program, parent university and a student council.
Consistency in data binder usage across campus.
Students set learning goals
Buddy classrooms for activities
Positive and encouraging relationships
More free food events to draw parents in
Retain the pledge but shortening the acronym for PBIS expectations to make them clearer for kids. Could be B.E.L.L.
Coffee talks, parenting seminars to teacher parents and social emotional strategies
Explicit schoolwide emphasis on the social emotional lessons taught during guidance lessons
Change the store process (having students run the store or at lunch).
Advertise on BBN when the store is available.
Tweek and refine current processes
Capturing kids hearts
PBIS focus in the classrooms/specials
COntinue work on focusing on the positive, not consequencing the negative.
Reminder about classroom intervention - needs to be part of the process
Videos showing expectations at the beginning of the year.

Crisis prevention institute training for the whole staff.

Consistently rewarding students for meeting expectation.

Training on working with kids with Trauma.

Training on working with students of minority demographics (inner city, economically disadvantaged, etc).

Classroom expectations for green/yellow circles and consistency of usage.

Training for teachers and staff on how to access red circles.

Staff Quality, Recruitment and Retention...

- Cohort Masters Program
- Increased mentorships
- Meaningful and targeted PD - staff driven (experts created from training)
- System in place to help move teachers from proficient to accomplished
- Mentor program on campus for new to Bell teachers
- Differentiated PD
- Bell faculty presents to Bell Elem about what Bell needs (tech especially)
- Mega labs every 9-12 weeks
- Math workshop PD
- Buddies (mentors) - attend differentiated PD, then collaborate
- More PD opportunities throughout the year - help at the time it is needed
- Training of how special areas support brain development and higher-order thinking skills across subject areas
- Training for staff on strategies and supports for specialized students

Curriculum, Instruction, and Assessment...

Vertical alignment, Progress monitoring accountability and clear expectations

Address needs of prior year non-proficient students to improve growth. (Progress monitoring)

Writing needs to be an area of focus to help increase STAAR performance.

Vertical alignment

Grade level "tights" for intervention and how data is used in PLCs.

Ensuring the SPED team has a set PLC time 2 times a quarter.

Will progress monitoring be sent to next year teachers? What will this look like?

Progress monitoring accountability to keep data up to date.

Clear expectations for Data Binders

List of alternative mentor texts for Lucy units- stock the library with them.

Family and Community Involvement...

Increase parent nights focusing on increasing parent knowledge of how to help their kids at home. Continue community partnerships to help meet our students basic needs such as Power Packs, Power Snacks, and Holiday Assistance.

School Context and Organization...

- Vertical collaboration/ alignment within campus and zone.
- Create platform for teachers to provide feedback and opinions on school-wide issues.
- Develop/utilize platform for sharing resources used across district in classrooms (Lucy Calkins, for example)

Technology...

More PD for technology for all teachers and areas, not only classroom teachers.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Amanda Payne, 5th Grade
Teacher	Heather Boutwell, 5th Grade
Teacher	Madison Yarbrough, Kinder
Teacher	Tammy Pugh, 2nd Grade
Teacher	Al Green, 4th Grade
Teacher	DeeAnn Woolison, K-5 Sped
Teacher	Monette Kane, ESL Interventionist/Coach
Campus-Based Non Teaching Professional	Angela Castro, Counselor
Campus-Based Para or Operations Staff Rep	Milly Cotilla, PK Aide
District-Level Professional	Cynthia Bershell, District Speech Supervisor
Parent Rep	Kelly Patel
Parent Rep	Amanda Sarchet
Community Rep	Trying to secure
Community Rep	Trying to secure
Business Rep	Gene Gumphrey
Business Rep	Trying to secure

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

Date	Time	Location
September 4, 2019	3:30-4:30 PM	Bell Library
October 2, 2019	3:30-4:30 PM	Bell Library
December 11, 2019	3:30-4:30 PM	Bell Library
February 5, 2020	3:30-4:30 PM	Bell Library
March 18, 2020	3:30-4:30 PM	Bell Library
April 1, 2020	3:30-4:30 PM	Bell Library

April 29, 2020	3:30-4:30 PM	Bell Library
May 18, 2020	3:30-4:30 PM	Bell Library

Cross Oaks Elementary

Campus Improvement Plan 2019-20

Table of Contents

Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Learning for All

School Vision

By working together in a professional learning community, we accept collective responsibility to do whatever it takes for all students to learn and achieve at high levels.

School Values

At Cross Oaks Elementary School, we value…
1. That our school is a family. Building positive relationships based on mutual respect and consideration is the foundation of our success.
2. That parents, students, and staff are essential partners in our work. We welcome input and strive for open, transparent, and timely communication.
3. Embracing all students as our students. We all can play a part in the success of every student.
4. Maintaining high expectations for teaching, learning, quality of work, and behavior.
5. Meeting the needs of the whole child, including their academic, physical, social, and emotional development.
6. Empowering students to take leadership in their own learning and grow in their responsibility and independence.
7. Continuous learning for all students and staff members. We are forward-thinking in our use of best practices to meet student needs.

WIG 1: By May 2020, 75% of Cross Oaks students will be reading at grade level expectations, and 80% of Cross Oaks students will make at least one year's growth in their reading level this school year.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Consistently implement Lucy Calkins reading and writing units of study curriculum in all classrooms grades K-5th	Admin, Campus Specialists, Teachers			Documentation of Lucy Calkins writing implementation in lesson plans, classroom walk-throughs, T-TESS goal setting process, formal classroom observations	Improvement in student performance in reading and writing as measured by state and campus assessments, growth in students reading on grade level	September 2019 -
Begin usage of Lucy Calkins phonics curriculum in grades K-2nd	Admin, Campus Specialists, Teachers			Documentation of Lucy Calkins phonics implementation in lesson plans, classroom walk-throughs	Improvement in student reading performance	September 2019 -
Support implementation of Lucy Calkins reading, writing, and phonics units of study by providing teachers with 4 half days of planning for the purpose of planning and analyzing units and learning with one another.	Admin, Campus Specialists, Teachers	TI: $6,480		Agendas for Lucy Calkins planning days shared with admin and instructional coaches in advance	Improvement in student performance in reading and writing as measured by state and campus assessments, growth in students reading on grade level	September 2019 -
Purchase Fountas and Pinnell Reading Assessment System to support rigorous reading level assessment in grades K-5th.	Admin, Campus Specialists, Teachers	TI: $4,675		Training for grade level teachers in use of F&P reading assessment, reading level data	Growth in students reading on grade level	September 2019 -
Following district MTSS system expectations, ensure that high quality academic interventions are provided each day to students performing at risk in reading or writing, by classroom teachers and campus interventionists. Fund K-2nd literacy intervention paraprofessional to support intervention for students in lower grades.	Admin, Teachers, Campus Interv,	TI: $20,000 FTEs: 1.0		MTSS intervention documentation in AWARE/Google Drive by teachers and Interventionists, documentation of PLC work	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	September 2019 -
Grade level teams systematically provide small group and individualized reading intervention to students reading below grade	Admin, Teachers, Campus	TI: $1,706		Team documentation of reading intervention system	Students making expected reading level progress through campus progress	September 2019 -

level, during the school day. Purchase Next Steps in Guided Reading resource for K-5th reading teachers.	Reading Specialists				monitoring system	
Supplement the salary of .5 campus reading interventionist to fund full time at Cross Oaks to provide additional reading and writing supplemental interventions to 3-5 students.	Admin, Campus Interv.	SCE: $30,000 FTEs: 0.5 TI: $35,000 FTEs: 0.5		RtI intervention documentation in AWARE/Google Drive by teachers and Interventionists, documentation of PLC work	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	September 2019 -
Consistently implement district-developed UbD units in all grade levels. UbD units in all content areas (aside from Lucy Calkins units of study in writing) will be utilized by all teachers. Content specific UbD units will be utilized in 5th grade by departmentalized teachers.	Admin, Teachers, Interv.			August district PD, walkthroughs, documentation of work in grade level PLC meetings and content vertical teams	Increase in student assessment scores (report card, STAAR, ELI)	September 2019 -
Organize teacher instructional leaders into cohort of campus leaders to attend 2 full day sessions at other district campuses to conduct learning walks and Jan Chappuis book study.	Admin, Teachers, Interv.	TI: $1,680 (subs for one full day session)		Agendas and learning walk feedback data over course of school year	Increase in implementation of AfL best practices in all classrooms at Cross Oaks over course of school year	September 2019 -
Assessment for Learning Cohort will lead differentiate professional development opportunities throughout year regarding AfL best practices based on the work of Jan Chappuis through The Seven Strategies of Assessment for Learning (principles of AfL, learning targets, strong and weak examples, feedback, self-assessment and goal setting)	Admin, Teachers, Cohort, Interv			Documentation of participation in AfL staff development, walkthroughs, AfL cohort meetings	Increase in implementation of AfL best practices in all classrooms at Cross Oaks over course of school year	September 2019 -
Utilize Istation instructional technology program with fidelity to reinforce academic content for 1st-5th grade students.	Admin, Teachers, Campus Interv, Instruct. Paras, Parents			Istation and universal screener data, instructional program usage data throughout school year	Increased student academic performance on classroom, district, and state assessments at "meets grade level expectations"	September 2019 -
Organize grade level teachers into professional learning community teams that	All staff	TI: $8,880		Team documentation of PLC work through products,	Increased student academic performance on	September 2019 -

meet regularly to improve student learning. In addition to four "PLC days" provided by the district throughout the school year, allocate title funds to pay for subs for 4 half day "power PLC" meetings during year at team's discretion. Train staff on district expectations for PLC work.				documentation of essential learning standards, common assessments, SMART goals, and intervention data	classroom, district, and state assessments	
Ensure that all teachers receive literacy workshop training at the campus level. Provide support for teachers as they work to implement readers/writers throughout the year. Provide ongoing literacy instructional coaching support to teachers throughout the year to improve in universal instruction and classroom intervention.	Admin, Teachers, Campus Instruction al Coach	TI: $3,600		Agendas for literacy labs, admin participation and monitoring of implementation	Improvement in student achievement as evidenced by walkthroughs, report card assessments, student reading levels, benchmark performance	September 2019 -
Purchase Lucy Calkins classroom library materials for K-5th grade level teams to support implementation of units of study curriculum and increase quality reading opportunities	Admin, teachers, reading interv.	TI: $13,000		Purchase order, observation of use in all grade levels	growth in students reading on grade level	September 2019 -

WIG 2: By May 2020, 60% of Cross Oaks students will be performing at grade level expectations in their math fluency as measured by relevant components of the Primary Numeracy Assessment.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Following district MTSS system expectations, ensure that high quality academic interventions are provided each day to students who are at risk in math by classroom teachers and campus interventionists.	Admin, Teachers, Campus Interv.	SCE: $30,000 FTEs: 0.5		MTSS intervention documentation by teachers and Interventionists, documentation of PLC work	Increase in percentage of students meeting grade level math expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	September 2019 -
Ensure that differentiated small group and/or individualized reading support is provided on a daily basis by classroom teachers in math to support tier 1 instructional learning. Provide staff development and reading coaching support to teachers to support their tier one classroom math instruction and intervention.	Admin, Teachers, Campus Instructional Coach			Agendas for math learning labs, implementation of systematic math intervention	Increase in percentage of students meeting grade level math expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	September 2019 -
Consistently implement district-developed UbD units in all grade levels. UbD units in all content areas (aside from Lucy Calkins units of study in writing) will be utilized by all teachers. Content specific UbD units will be utilized in 5th grade by departmentalized teachers.	Admin, Teachers, Interv.			August district PD, walkthroughs, documentation of work in grade level PLC meetings	Increase in student math performance (report card assessments, math fluency, state and district assessments)	September 2019 -
Utilize Imagine Math instructional technology program with fidelity to reinforce academic content for 3rd-5th grade students.	Admin, Teachers, Campus Interv, Parents			Imagine Math universal screener data, instructional program usage data throughout school year	Increased student academic performance on classroom, district, and state assessments at "meets grade level expectations"	September 2019 -
Utilize systematic math fluency activities integrated with math workshop in classrooms throughout school year	Admin, Teachers, Campus Interv,			Fluency activities documented in math lesson plans	Increased student math performance on classroom, district, and state assessments at	September 2019 -

					"meets grade level expectations"	
Purchase Number Talks book resource for each math teacher in grades K-5th. Provide training to teachers in Number Talks at math learning labs with implementation to begin campus-wide in fall 2019.	Admin, 3-5 teachers, math interv.	TI: $1,500		Documented use of Number Talks in lesson plans, classroom walkthroughs	Increased student academic performance campus and district math assessments	September 2019 -

WIG 3: As evidenced by the 2019-2020 Culture and Climate Survey, at least 80% of Cross Oaks parents will agree that they receive timely and helpful feedback about student work.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Systematically support universal implementation of Capturing Kids' Hearts practices at Cross Oaks. This program will continue to serve as a school-wide social and emotional universal intervention for all students to promote a climate of positivity, connection, and mutual respect.	Admin, all teachers, all staff			Implementation of CKH training to all staff in August 2019, observations of staff members utilizing CKH practices (greetings, good things, social contracts, four questions, etc.), teacher documentation of CKH practice implementation	-Reduction in office referrals -Increased attendance and reduced truancy -Greater teacher retention -Increased student engagement and academic achievement	September 2019 -
Provide all new Cross Oaks teachers with Capturing Kids' Hearts two day initial training in summer of 2019.	Admin, Teachers, All Staff	TI: $3,600		Documentation of training for new Cross Oaks teachers	-Reduction in office referrals -Increased attendance and reduced truancy -Greater teacher retention -Increased student engagement and academic achievement	September 2019 -
Through the work of a campus foundations committee, examine and improve in organization of campus behavior management and student recognition systems (including cafeteria and breakfast systems), utilizing input from staff and other stakeholders. Provide three half day subs throughout year for all foundations team members.	Admin, Found. Comm, All staff	TI: $1,500		Documentation of foundation policies and systems, documentation of work of foundations team	Staff, parent, and student surveys, increase in student behavior as documented by staff, improved parent ratings on district climate and culture survey	September 2019 -
Continue formal use of Playworks program for all PK-5th grade students to address social and emotional learning through formal instruction of safe and healthy recess play activities. Hold a "Family Play Night" at least once during the school year. Provide	Admin, Counselor, Teachers, Playworks coach			Parent and student attendance at Family Play Night, scheduled Playworks sessions for classes with campus play coach	Increases in campus attendance rate, reduction in office referrals, particularly those coming from recess, increased student motivation and engagement in school	September 2019 -
Continue "All Pro Dads" program at Cross Oaks, giving fathers the opportunity to become involved in their child's educational	Counselor, Admin, Parents	TI: $1,000		Increased parent involvement and participation in school	Increased parent ratings on district culture and climate survey	September 2019 -

experience at school.				activities, increase parent membership on school committees		
Emphasize Ready Rosie for use of Cross Oaks PK-5th grade families as a valuable resource to support learning outside of the school setting.	Admin, Teachers			Data regarding parent Ready Rosie usage, training for all teachers in October in advance of parent conferences	Increased student academic achievement, increased parent ratings on district culture and climate survey	September 2019 -
Increase opportunities for parents to have a "window into the classroom" through the use of Seesaw technology application, allowing students to share evidence of their academic learning with parents. Utilize Seesaw digital portfolio application universally in all classrooms for teachers and students to document evidence of learning in the classroom and share with families.	Admin, Teachers, Specialists	TI: $3,575		Documentation of parent involvement and student evidence provided through these applications, parent survey data	Increased scores from parents in the area of "academic communication" on 2018 culture and climate survey	September 2019 -
Increase parent involvement opportunities at Cross Oaks by inviting parents to experience learning in their child's classroom at least once per semester, continue monthly parent involvement nights at Cross Oaks throughout school year	Admin, Teachers, Office Team			Documentation of grade level parent events, Documentation of attendance at evening events throughout school year	Increased parent ratings on district culture and climate survey	September 2019 -
Provide parents with opportunities for ongoing involvement in student learning by holding curriculum/instruction information nights in math, science, reading, and writing.	Admin, Teachers, Campus Interv			Parent event attendance data, parent survey	Increased levels of homework completion, increased student academic performance, increased parent scores on district climate and culture survey	September 2019 -
Organize school multicultural committee to plan events and systems to recognize and celebrate cultural diversity of Cross Oaks students, families, staff, and community. Stage second annual Multicultural Night to engage families and students from differing backgrounds.	Admin, Teachers			Documentation of work of multicultural committee, monthly displays on campus, evening multicultural event for staff, students, and families	Increased ratings on district culture and climate survey, increased student behavior and motivation at school	September 2019 -
Provide students in grades 3-5 with engaging and varied extracurricular activities weekly throughout the school year during the school	Teachers, Support staff,			Club rosters, projects and products from club involvement, performances	Increased student engagement and motivation at school, reduction in	September 2019 -

day, including choir, running club, fishing club, art club, and team-building.	Admin			at community events	office referrals	
Provide students in grades K-5 with engaging and varied extracurricular activities weekly outside of the school day, including chess club, quilting club, honor choir, and a dance team.	Teachers, Support staff, Admin			Club rosters, projects and products from club involvement, performances at community events	Increased student engagement and motivation at school, increased academic performance in language arts and math	September 2019 -
All K-5 students will participate in awards assemblies once per grading period, to recognize outstanding attendance, character, and academic performance and growth.	Counselor, Admin, Teachers, Support staff, Parents			Awards documentation, teacher and student participation	Increased student pride and motivation at school in academic activities and classes	September 2019 -

Texas Education Agency
2019 Closing the Gaps
CROSS OAKS EL (061901125) - DENTON ISD

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	15	18	83%	30.0%	24.9
Growth Status	13	14	93%	50.0%	46.5
ELP Status	1	1	100%	10.0%	10.0
Student Success Status	8	10	80%	10.0%	8.0

Closing the Gaps Score: 89

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	Y	Y	N	-	-	-	-	Y	Y	Y	Y	Y	Y		
% at Meets GL Standard or Above	47%	38%	47%	51%	-	50%	-	43%	40%	43%	21%	50%	49%	43%		
# at Meets GL Standard or Above	138	25	31	77	-	2	-	3	46	12	6	6	89	49		
Total Tests (Adjusted)	294	65	66	152	-	4	-	7	116	28	29	12	181	113		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	Y	Y	N	-	-	-	-	Y	Y	N	Y	Y	Y		
% at Meets GL Standard or Above	50%	38%	41%	57%	-	50%	-	71%	36%	46%	17%	42%	52%	45%		
# at Meets GL Standard or Above	146	25	27	87	-	2	-	5	42	13	5	5	95	51		
Total Tests (Adjusted)	294	65	66	152	-	4	-	7	116	28	29	12	181	113		
Total Indicators															15	18
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	Y	N	-	-	-	-	Y	Y	Y	Y	Y	Y		
Academic Growth Score	71	87	70	66	-	75	-	67	74	69	53	78	72	70		
Growth Points	131.5	29.5	31.0	64.0	-	3.0	-	4.0	58.5	12.5	10.5	7.0	75.0	56.5		
Total Tests	185	34	44	97	-	4	-	6	79	18	20	9	104	81		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	Y	Y	Y	-	-	-	-	Y	Y	Y	Y	Y	Y		
Academic Growth Score	73	68	69	77	-	63	-	75	68	81	58	61	75	71		
Growth Points	135.5	23.0	30.5	75.0	-	2.5	-	4.5	53.5	14.5	11.5	5.5	78.0	57.5		
Total Tests	185	34	44	97	-	4	-	6	79	18	20	9	104	81		
Total Indicators															13	14
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																

Texas Education Agency
2019 Closing the Gaps
CROSS OAKS EL (061901125) - DENTON ISD

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										63%						
TELPAS Progress										30						
TELPAS Total										48						
Total Indicators															1	1
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	Y	Y	Y	N					Y	Y	N	Y	Y	Y		
STAAR Component Score	48	40	42	54		39		52	39	43	22	49	50	45		
% at Approaches GL Standard or Above	76%	67%	70%	82%		75%		80%	64%	71%	39%	79%	78%	73%		
% at Meets GL Standard or Above	45%	36%	39%	51%		33%		50%	36%	40%	18%	42%	48%	40%		
% at Masters GL Standard	24%	16%	16%	30%		8%		25%	18%	17%	9%	27%	24%	23%		
Total Tests	783	166	178	407		12		20	316	75	79	33	469	314		
Total Indicators															8	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

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

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

- Indicates there are no students in the group.

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Texas Education Agency
2019 Closing the Gaps
CROSS OAKS EL (061901125) - DENTON ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Indicators																
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	313	73	68	158	1	5	1	7	131	36	30	13	189	124		
Total Tests	313	73	68	158	1	5	1	7	131	36	30	13	189	124		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	312	72	68	158	1	5	1	7	130	35	30	13	188	124		
Total Tests	312	72	68	158	1	5	1	7	130	35	30	13	188	124		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Denton ISD Culture and Climate Survey 2019; STAAR scores for 3rd, 4th, and 5th grades; Instructional Design and PLC process; implementation of the Assessment for Learning professional development and strategies, and verbal interview with team leads and campus instructional specialists. Discussion questions included: What additional supports are needed for our students in the areas of reading and math?, What are the areas of strength and

weaknesses from STAAR data?, How will grade level PLCs work to meet the needs of students?, When would a K-2 reading intervention paraprofessional be hired to support students?, What needs do grade levels have in implementation of the Units of Study?, How often should vertical PLCs meet, and should these be replaced by reading and math mega labs for all or part of the year?

Findings/Analysis

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

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

Strengths...	Needs...
- PLC process: This process has improved and will continue in the new process learned during the 2018-19 school year ("15 Day Challenge"). - PLC intervention: Students with academic and behavioral needs were provided intervention and were documented through the DMTSS process; students not making adequate progress were identified and provided additional intervention either by classroom teachers or campus intervention specialists - Mega labs were implemented on a small scale for some grade levels in the 2018-19 school year and were met with positive feedback from classroom teachers - Lucy Calkins Units of Study: Classroom teachers K-5 implemented the Lucy Calkins units of study for writing during the	- PLC: develop campus essentials based on process of identification for most significant learning standards in reading and math; continue to provide grade levels additional PLC planning times with subs utilizing campus funds; support teams as they implement the 15 Day Challenge protocols for the essentials identified by the campus; develop strong interventions for students not meeting expectations on the most essential standards and monitor student progress/lack of progress through DMTSS - Intervention support by specialists or paraprofessionals in the areas of reading and math for students not meeting grade level expectations - Lucy Calkins Units of Study: All reading teachers will be implementing reading units of study in addition to writing units of study for the 2019-20 school year. Time for unpacking and planning for

2018-19 school year. Student writing and behavior towards writing was improved. Some teachers started using the reading units of study and feedback from these teachers was positive, especially for the connections found between the reading and writing units. - STAAR data: In the areas of math, reading, and science, more students performed at the 'mastered' level compared to the 2017-18 school year. - Campus Culture and Climate Survey: both teachers and parents agreed "this school has high learning standards for all students"	both units is needed for successful implementation. Teachers also need time to ensure TEKS alignment with the Units of Study. - ELI data: In grades K-2, students are in need of continued intervention and direct instruction to move more students to on-level. In order to address the district's expectation for students to be reading on grade level by 3rd grade, additional reading professional development and resources are needed - STAAR data: The number of students approaching and meeting grade level expectations for reading and math decreased from the previous school year. Additional support for students and teachers in these content areas is needed through PLC, Mega Labs, and campus coaching opportunities. - Campus Culture and Climate Survey: Academic Support: Parents were not in alignment with teacher feedback and rated the school lower that staff in the areas of students are challenged by their schoolwork, teachers give timely and helpful feedback about student work, and students successfully show students how lessons relate to life outside of school. Discussion about these areas from staff included needing to communicate with parents further to keep them informed of the practices occurring during the school day addressing these areas.

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

- **PLCs:** Grade level teams continue to need additional planning days with substitutes beyond weekly PLC meetings to develop strong common assessments, data analysis, and plans for intervention on essential standards. The 15 Day PLC Challenge will support grade level PLCs. Collection and organization of formative assessment data would benefit teacher planning and intervention for students.
- **Mega labs:** Based on feedback from teachers and campus specialists, mega labs are needed in the areas of reading workshop and math workshop. Mega labs allow for real-time learning and implementation of professional development with students during the school day which significantly improves the teacher's learning and implementation in their own classrooms. Funding for substitutes will be needed for staff to participate in Mega Labs.
- **Interventionists:** Based on STAAR results, ELI results, DMTSS data, and campus conversations, the need for strong, continuous intervention in the areas of reading and math is needed. Students not meeting grade level expectations need intervention in addition to that provided by classroom teachers by campus intervention specialists or paraprofessionals.
- **Reading:** In order to address the district's expectation for students to be reading on grade level by 3rd grade, additional reading professional development and resources are needed. This would include funding for additional reading assessment kits for teachers, professional learning books for reading, training in guided reading, and professional development or Mega Labs.
- **Lucy Calkins Units of Study**: With the additional requirement of implementing reading Units of Study in addition to writing Units of Study in the upcoming school year, staff continue to need additional time to meet, unpack, and plan for both content areas. Continuing to offer grade levels subs for additional planning days would support the implementation practices of Lucy Calkins. Funding for the purchase of classroom libraries to support the Units of Study is also needed.
- **Phonics Program:** K-2 teachers should be given the opportunity to learn and implement, as needed, the new Lucy Calkins Phonics Program which will become mandatory for the 2020-21 school year. This program supports the K-2 reading needs identified by the ELI assessment and district goal for students to be reading on level by 3rd grade.
-

Comprehensive Needs Assessment

Demographics

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- Enrollment
- Ethnicity
- At-Risk Category
- 2018 Culture and Climate Survey (87 parents and 45 staff members participated)
- Cross Oaks office referral data

Findings/Analysis

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

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

Strengths...	Needs...
- Campus wide Multicultural Night - Diversity amongst staff - PTA sponsored parent night - Capturing Kids Hearts - STEM Night - Fine Arts Night - Playworks Night - Grandparents Night - Grade Level Parent Night - PTA Book Fair - Introduction of school wide use of Seesaw - The number of office referrals during transition times decreased (29% in 2017/2018 an 18% 2018/2019). 99% of parents felt the school was safe according to the 2018 Culture and Climate survey, which is a 10% increase from last year.	- Overall 64% of parents and 78% of staff agree that students at Cross Oaks treat each other with respect. - Only 89% of employees and 60% of parents feel that discipline is enforced fairly. - Our numbers are consistent with last years data with 44% of our student body is classified as economically disadvantaged (32% White, 31% Hispanic, 31% Black, 4% Multi-race, 2% Asian) - Greater representation of minorities in Gifted and Talented program needed (63.33% White, 20% Hispanic, 12% Black, 5% Multi-Race) reflecting no increase for minority male students. - SPED numbers remained consistent from 2018-2019. - The total office referrals remained consistent however the breakdown varied from the previous year. - The amount of playground incidents increased from 9% the previous year to 21% this year, which resulted in office referrals. - The content areas which reflect the highest number of office referrals are reading and math, however 30 office referrals were during instructional time and 64 were non-instructional times. - Teachers were ranked low on the Climate and Culture Survey regarding timely and helpful feedback about student work by 32% of parents - Students treating other students with respect was ranked low by 18% of parents during 2017-2018 with 28% during 2018-2019 not including the 8%

	that "don't know"
	● Teachers giving timely and helpful feedback about student work was ranked low at 32%.
	● 17% of parents felt that discipline was not enforced fairly and 22% "don't know."

Summary of Needs

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

Schoolwide program which fosters respect and acceptance of diversity amongst students. We believe the social contract portion of Capturing Kids Hearts will continue to improve this area. We believe the office referrals will decrease as CKH continues into next year however discrepancy in referrals by gender/race need to be explored.

Training for teachers on differentiating activities and behavior modifications for SPED students.

Within the EXPO program we need to consider language barriers for ESL students and advocate for greater representation of minorities in program. We should also consider cultural barriers in the wording of testing modules and/or screeners.

Teachers can assist parents in understanding the learning standards and expectations by communicating on a regular basis with families using Seesaw. Additional communication could be sent to parents on a monthly basis reminding them of classroom rules and expectations. Communication from either teachers or Administration should be sent to families about discipline. Capturing Kids Hearts will continue to help with growing respect between students. High learning standards should be communicated by both teachers and Administrators for parent clarification. Teachers should encourage strong relationships with parents to work as a team for student success.

A discussion should be held to explore the reasons for the increase of office referrals from the playground.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- ● 2018-2019 Cross Oaks Elementary Culture and Climate Survey
- ● School Volunteer Data for 2018-2019 School Year

Findings/Analysis

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

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

sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
90% of parents rated our school as good or excellent for the 2018-2019 school year, compared to 91% for the 2017-18 school year, 95% of parents agreed that families are informed about school-sponsored activities, and 98% agreed that families are encouraged to attend these activities. 94% of parents agreed that our school encourages families to volunteer. - We had 6 WatchDog and 7 VIP volunteers in 18-19, an increase from previous school years. 145 Cross Oaks parents completed the Parent Volunteer Form in the fall of 2018. 90 parent volunteers logged over 2,500 of volunteer hours at our school over the 18-19 school year. Nearly half of those hours were logged by PTA volunteers. - All grade levels held parent curriculum and information meetings during the 2018-2019 school year. Three well-attended music programs were offered in the evenings, in addition to choir and spirit squad performances in the community. - Each grade level held at least one opportunity for parent involvement during the school day relating to student learning over the school year. Parents attended four awards assemblies over the course of the year, in addition to PK and 5th grade graduation. - Successful parent and student involvement events were held throughout the school year, including Meet the Teacher Night, Grandparents' Night, Family STEM Night, Winter Fine Arts Night, Young Authors Night,	- Continue to increase number of regular parent volunteers at Cross Oaks, including VIP's and WatchDogs. 76% of parents agreed that our school respects and values input provided by families, and only 61% agreed that we use family input to improve instruction and involvement. - Create systems to allow parents greater input, especially regarding instruction and involvement. - Increase the number of parents regularly connected to Seesaw.

Family Play Night, Multicultural Night, and Choir Spring Concert. ● PTA held four family movie nights, in addition to a Mothers Craft Night, Game Night with Guys, a Fall Festival, and a Family Dance. ● Around 600 Cross Oaks parents were connected to Seesaw in 18-19. Over 10,000 items were posted to Seesaw by Cross Oaks students and teachers in 18-19, with over 44,000 total parent visits to the app.	

Summary of Needs

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

Continue to provide Cross Oaks parents volunteer opportunities that fit their schedules and interests, particularly during the school day.

Increase the number of parents engaged on Seesaw, with more consistent usage between classrooms on campus.

Create systems to invite and use parent input to impact instruction and parent involvement opportunities at Cross Oaks.

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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Findings/Analysis

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

Strengths...	Needs...
-Morning Drop-Off -Communication between teams	- Staff Meetings (email options, important information only) - Transportation binder reminder (bell only, not sentence every time) - 2nd bike rack by 2nd-3rd hallway - 2nd car dismissal location (same routine as morning drop-off) - Cars parking on campus during the school day waiting for dismissal. (Ability to watch and observe campus during recess and drills) - All grades being responsible for cleaning and sweeping up their tables in the cafeteria after lunch.

Summary of Needs

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

-As a committee look at different options to solve listed needs above.

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

2018-2019 Culture and Climate Survey
Capturing Kids Hearts Update Survey (CKH Update)

Findings/Analysis

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

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

Strengths...	Needs...
- A high percentage of parents (99%) reported that they were encouraged to attend school sponsored activities. 99% of parents reported that the school is safe. - A high percentage of families (94%) reported the school encourages families to volunteer. - High percentage of staff (95%) and parents (90%) rated the overall quality of the school as excellent or good	- Capturing Kids Hearts consistent follow-up: 54.3% (out of 35 staff respondents) reported they needed a CKH refresher; 48.6% of staff reported they used the Social Contract consistently; and 62.8% of staff rated their relationships with students at an 8 or below (on a scale of 1 to 10, with 1 being low and 10 being high, CKH Update). - Students treat other students with respect. 64% of parents and 78% of staff strongly agree or agree that students treat other students with respect. - Parents need stronger communication on how students receive academic and career planning. 16% of parents strongly disagreed and 19% of parents did not know if students receive the support they need for academic and career planning. - Parents need to receive timely feedback about student work.

Summary of Needs

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

- Staff need to be provided with additional support and consistent refreshers that promote Social Emotional Learning (SEL) and healthy relationships in the classroom. 62.8% of staff rated their relationships with students at an 8 or below, on a scale of one to ten (one= low and 10= high), and 54.3% of staff members reported they needed a CKH

refresher. Staff meetings could be formatted through break-out sessions, with staff having the option to sign up for what they want to attend (Love and Logic, CKH refreshers, Restorative Circles, etc.). Through participating in guidance lessons, teachers can implement what is learned in guidance in their morning meetings, SEL class created goals, and circles. Additionally, Staff Newsletters could have tidbits of information that promote Love and Logic, CKH, and strong/consistent classroom management.

- Parents need to receive timely and helpful feedback about student work. 32% of parents disagree or strongly disagree that teachers give timely and helpful feedback about student work. Parents should receive weekly folders with graded student work, as well as have communication through a weekly newsletter by teachers. In the weekly newsletter, the teachers could include examples of how to implement learning at home and how to support students who are struggling. (Ex: If your child received a 2 in _____, here is how you can easily practice _____ at home.) Parents may also need tangible items like homework sheets to help their child at home.

- 36% of parents and 22% of staff strongly disagree or disagree that students treat other students with respect. Teachers could spot-light students who exhibit respectful behavior to other students through See-Saw, or students could be spot-lighted/featured on Facebook for exhibiting respectful behavior. Example: Gabriel was an Owl in Flight today with respectful behavior! He helped another student pick up books they had dropped on the way to the library. Way to go Gabriel!

- Parents need stronger communication on how students receive academic and career planning. 16% of parents strongly disagreed and 19% of parents did not know if students receive the support they need for academic and career planning. Parents need to know what academic and career planning looks like and sounds like at the elementary level. In addition to the monthly newsletter, Ms. Torres could also promote goal-setting with parents on Facebook, and meet with a student to feature their goal setting on FB. Example: It's the first Monday of the month, which means it is Meet-Up Monday! How are you meeting your goals? Ms. Torres visited with some students to learn about their academic goals. Here is what Ana had to say: "My academic goal is to add more expression and voice in my writing this month. This will help me to become a stronger writer and maybe help me to join Writing Club when I get to middle school!"

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- Staff Development Survey
- New Staff Survey*
- Culture and Climate Survey
- Retention Data for last five years

-Employee Engagement Survey
-Principal Requirements for New Hires
School year
2019-2020: hired 6 new teachers (2 are transfers from the district), 1 nurse
2018-19: hired 17 **new** staff members, 1 nurse, 1 counselor
2017-18: hired 10 teachers; 1 nurse
2016-17: hired 10 teachers
2015-16: hired 6 teachers
2014-15: new administration this year; hired 13 teachers

Findings/Analysis

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

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

Strengths...	Needs...
Staff Development: Break out sessions were more meaningful to staff. AFL breakout sessions were the most popular among those that voted. Mega labs were also voted as being meaningful. The survey also showed that staff feel heard and appreciated by their team and as a staff member. Recruitment: The survey showed that staff feel like we are doing a great job hiring quality staff. Mr. Preston and Mrs. Hart intensively phone screen candidates and pull from teacher insight survey. Mr. Preston also asks team for input on qualities they would like to see in a new hire for their team. Mr. Preston made staff leaves and new hires public sooner this year. Mr. Preston attempts to balance the transfer list with new hires. Mr. Preston only hired two first year teachers for this school year, the rest were veterans/experienced. Overall Engagement: The data from the Employee Engagement Survey from the beginning of the 2019-2020 school year showed that staff's overall engagement has increased over the past three school	Staff Development: According to the survey there is a need for more staff development in regards to math and science, early reading techniques, and social-emotional needs. The survey showed that staff preferred trainings in the beginning of the year during the school day and after school versus over the summer or towards the end of the year. Recruitment: The survey showed that interventionists are greatly needed at the beginning of the school year. Requirements for new hires: more of a focus on addressing social/emotional needs of students. Hiring questions will need to transition into focusing on aligning with our campus needs. Overall Engagement: (District) The data showed a decrease from last year to this year in the amount of staff motivation to contribute more than is expected of them. Data also showed that staff feel that they do not have the ability to influence decisions in their school or department. The data showed a drop of 6 percentage points from the 2017-2018 school year to this school year. The data

years. Staff feel more proud, enthusiastic, optimistic about working for DISD. Staff also feel valued by their administration more than they did in the past two school years. The Climate and Culture Survey showed an overall increase in the staff's opinion that administration shows effective leadership. Retention: We retained more teachers this year than last.	showed a decrease in staff feeling independent in their work environment. The data also showed a decrease in staff feeling that their principal implements fair policies. Mentor Program: need a program with more accountability/check ins. How can we help better support our new teachers to aid in their success?

Summary of Needs

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

Based on the analysis from several surveys, the staff at COE request more support and training on the social-emotional needs of students as well as an emphasis on professional development in the areas of math and science. There is also a need for interventionist support throughout the entire school year which Title 1 funds can be used to support. When hiring new staff, and emphasis on examining their experience with the social-emotional needs of students in necessary especially with CKH being an integral part of our school culture.

Student Achievement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Historical Data for Kinder-5th
- EOY Checkpoints (2nd grade)
- MOY Checkpoints (3-5)
- STAAR Benchmark 1 (3-5)
- STAAR Benchmark 2 (3-5)
- BOY, MOY, EOY Reading Levels (On Level, Progressing, At Risk)

Findings/Analysis

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

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

Strengths...	Needs...
● From the BOY to EOY between 1st and 2nd grade, percentages of students who are reading On Level consistently increase. ● While there is a valley in 4th grade, there is a sign of growth from 3rd grade to 5th grade when looking at STAAR Test results for reading and math.	● There is a noticeable gap in the reading levels between 2nd and 3rd grade. At the end of 2nd grade, below 30% of the grade levels are Progressing or At Risk, however BOY 3rd grade between 43% and 50% of students are Progressing or At Risk. ● Interventionist focusing on third grade foundational math skills for both third and fourth graders.

Summary of Needs

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

It would be beneficial to maintain consistent growth to have support in Math for 3rd through 5th grades. Although classes 2023-2025 show growth in their Math STAAR Scores, beginning with the Class of 2026 there is a significant drop from third grade scores to fourth grade scores in all assessments. Even in the benchmark scores, the Approaches Grade Level percentage drops significantly from third to fourth grade. However, nearly all of the scores surpass the third grade scores when the benchmarks are taken in fifth grade.

This shows that more support is needed for third and fourth grade math skills. There are gaps forming in third and fourth grade that are causing deficits in fourth grade. There is a lack of foundational math concepts such as number sense and computation that trickles down to more complex skills.

There is overall growth in reading level percentages, but the difference in assessments (DRA to F&P) from second to third grade cause a potential concern for inconsistent data collection. If these two grade levels were assessed with the same program there could potentially not be as large of a gap as shown in the data.

Comprehensive Needs Assessment

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- Campus technology survey to determine how SeeSaw is working and to determine expectations for Makerspace.
- BrightBytes Survey Spring 2019

Findings/Analysis

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

Strengths...	Needs...
--SeeSaw: 95% of staff agree that SeeSaw is beneficial to staff-parent communication at Cross Oaks and 100% of staff believe that we should continue to use SeeSaw. 50% of classroom teachers reported using SeeSaw **daily or weekly** to communicate with families. The DISD Bright Bytes survey revealed that students/staff at Cross Oaks use Digital Portfolios more frequently than other district and state campuses.	--SeeSaw concerns: Some staff members suggest that parameters should be discussed regarding how and when SeeSaw is used to communicate with parents (i.e. parents expecting immediate responses from teachers, behavioral notes in a secure email rather than SeeSaw,...) Some staff expressed frustration with parents who do not check SeeSaw info. Support staff might like more information/training on how they can join in on SeeSaw. 2-3 staff members report concerns about "ease of use" and state that parents report getting information from multiple teachers in a grade can be overwhelming.
--Makerspace: 43% of staff stated that they would prefer to use Makerspace area monthly; others suggested that they might use the Makerspace area weekly or for special events or to check out items for classroom use. Staff reported a variety of items that they would like to see in the Makerspace. --Suggestions for Makerspace: Space for working and creating a mess Lego Wall Organized Bins Green Screen Consumables/Recycled/Creative/Craft items (straws, craft sticks, glue,etc…) Sets of blocks/manipulatives One of a kind items that we cannot afford for each classroom Legos, Lego boards Tech items Sand STEAM materials/toys/games Variety of Mediums Research tools Building tools/materials Science TEK-based topics Robotics Engineering Keva planks	--Makerspace concerns: In a survey, staff were asked if they would volunteer to help with organizing the Makerspace or training others of use of Makerspace materials. Only 20-25% of staff respondents stated that they would be willing to help. Upkeep of Makerspace and training of staff would need to be considered when designing and purchasing for the Makerspace. Finally, staff reported a large variety of items that they would like to see in the Makerspace.

IPads Nature stuff	

Summary of Needs

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

SeeSaw: We recommend that SeeSaw continue to be used as a portfolio and a communication tool. Although, some parameters for communication might need to be discussed; parents should be made aware that SeeSaw communication is similar to email communication and 24 hours response is district policy.

Makerspace: We recommend that a Makerspace be created as majority of staff reportedly would use the materials. Consideration should be given to purchasing a variety of materials that are easy to use and maintain. This Makerspace may be an excellent means for meeting the DISD goal of students participation in extra or co-curricular activities.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Schoolwide program which fosters respect and acceptance of diversity amongst students. We believe the social contract portion of Capturing Kids Hearts will continue to improve this area. We believe the office referrals will decrease as CKH continues into next year however discrepancy in referrals by gender/race need to be explored.

Training for teachers on differentiating activities and behavior modifications for SPED students.

Within the EXPO program we need to consider language barriers for ESL students and advocate for greater representation of minorities in program. We should also consider cultural barriers in the wording of testing modules and/or screeners.

Teachers can assist parents in understanding the learning standards and expectations by communicating on a regular basis with families using Seesaw. Additional communication could be sent to parents on a monthly basis reminding them of classroom rules and expectations. Communication from either teachers or Administration should be sent to families about discipline. Capturing Kids Hearts will continue to help with growing respect between students. High learning standards should be communicated by both teachers and Administrators for parent clarification. Teachers should encourage strong relationships with parents to work as a team for student success.

A discussion should be held to explore the reasons for the increase of office referrals from the playground.

Student Achievement...

It would be beneficial to maintain consistent growth to have support in Math for 3rd through 5th grades. Although classes 2023-2025 show growth in their Math STAAR Scores, beginning with the Class of 2026 there is a significant drop from third grade scores to fourth grade scores in all assessments. Even in the benchmark scores, the Approaches Grade Level percentage drops significantly from third to fourth grade. However, nearly all of the scores surpass the third grade scores when the benchmarks are taken in fifth grade.

This shows that more support is needed for third and fourth grade math skills. There are gaps forming in third and fourth grade that are causing deficits in fourth grade. There is a lack of foundational math concepts such as number sense and computation that trickles down to more complex skills.

There is overall growth in reading level percentages, but the difference in assessments (DRA to F&P) from second to third grade cause a potential concern for inconsistent data collection. If these two grade levels were assessed with the same program there could potentially not be as large of a gap as shown in the data.

School Culture and Climate...

- Staff need to be provided with additional support and consistent refreshers that promote Social Emotional Learning (SEL) and healthy relationships in the classroom. 62.8% of staff rated their relationships with students at an 8 or below, on a scale of one to ten (one= low and 10= high), and 54.3% of staff members reported they needed a CKH refresher. Staff meetings could be formatted through break-out sessions, with staff having the option to sign up for what they want to attend (Love and Logic, CKH refreshers, Restorative Circles, etc.). Through participating in guidance lessons, teachers can implement what is learned in guidance in their morning meetings, SEL class created goals, and circles. Additionally, Staff Newsletters could have tidbits of information that promote Love and Logic, CKH, and strong/consistent classroom management.
- Parents need to receive timely and helpful feedback about student work. 32% of parents disagree or strongly disagree that teachers give timely and helpful feedback about student work. Parents should receive weekly folders with graded student work, as well as have communication through a weekly newsletter by teachers. In the weekly newsletter, the teachers could include examples of how to implement learning at home and how to support students who are struggling. (Ex: If your child received a 2 in _____, here is how you can easily practice _____ at home.) Parents may also need tangible items like homework sheets to help their child at home.
- 36% of parents and 22% of staff strongly disagree or disagree that students treat other students with respect. Teachers could spot-light students who exhibit respectful behavior to other students through See-Saw, or students could be spot-lighted/featured on Facebook for exhibiting respectful behavior. Example: Gabriel was an Owl in Flight today with respectful behavior! He helped another student pick up books they had dropped on the way to the library. Way to go Gabriel!
- Parents need stronger communication on how students receive academic and career planning. 16% of parents strongly disagreed and 19% of parents did not know if students receive the support they need for academic and career planning. Parents need to know what academic and career planning looks like and sounds like at the

elementary level. In addition to the monthly newsletter, Ms. Torres could also promote goal-setting with parents on Facebook, and meet with a student to feature their goal setting on FB. Example: It's the first Monday of the month, which means it is Meet-Up Monday! How are you meeting your goals? Ms. Torres visited with some students to learn about their academic goals. Here is what Ana had to say: "My academic goal is to add more expression and voice in my writing this month. This will help me to become a stronger writer and maybe help me to join Writing Club when I get to middle school!"

Staff Quality, Recruitment and Retention...

Based on the analysis from several surveys, the staff at COE request more support and training on the social-emotional needs of students as well as an emphasis on professional development in the areas of math and science. There is also a need for interventionist support throughout the entire school year which Title 1 funds can be used to support. When hiring new staff, and emphasis on examining their experience with the social-emotional needs of students in necessary especially with CKH being an integral part of our school culture.

Curriculum, Instruction, and Assessment...

- **PLCs:** Grade level teams continue to need additional planning days with substitutes beyond weekly PLC meetings to develop strong common assessments, data analysis, and plans for intervention on essential standards. The 15 Day PLC Challenge will support grade level PLCs. Collection and organization of formative assessment data would benefit teacher planning and intervention for students.
- **Mega labs:** Based on feedback from teachers and campus specialists, mega labs are needed in the areas of reading workshop and math workshop. Mega labs allow for real-time learning and implementation of professional development with students during the school day which significantly improves the teacher's learning and implementation in their own classrooms. Funding for substitutes will be needed for staff to participate in Mega Labs.
- **Interventionists:** Based on STAAR results, ELI results, DMTSS data, and campus conversations, the need for strong, continuous intervention in the areas of reading and math is needed. Students not meeting grade level expectations need intervention in addition to that provided by classroom teachers by campus intervention specialists or paraprofessionals.
- **Reading:** In order to address the district's expectation for students to be reading on grade level by 3rd grade, additional reading professional development and resources are needed. This would include funding for additional reading assessment kits for teachers, professional learning books for reading, training in guided reading, and professional development or Mega Labs.
- **Lucy Calkins Units of Study**: With the additional requirement of implementing

reading Units of Study in addition to writing Units of Study in the upcoming school year, staff continue to need additional time to meet, unpack, and plan for both content areas. Continuing to offer grade levels subs for additional planning days would support the implementation practices of Lucy Calkins. Funding for the purchase of classroom libraries to support the Units of Study is also needed.

- **Phonics Program:** K-2 teachers should be given the opportunity to learn and implement, as needed, the new Lucy Calkins Phonics Program which will become mandatory for the 2020-21 school year. This program supports the K-2 reading needs identified by the ELI assessment and district goal for students to be reading on level by 3rd grade.

Family and Community Involvement...

Continue to provide Cross Oaks parents volunteer opportunities that fit their schedules and interests, particularly during the school day.

Increase the number of parents engaged on Seesaw, with more consistent usage between classrooms on campus.

Create systems to invite and use parent input to impact instruction and parent involvement opportunities at Cross Oaks.

School Context and Organization...

- Staff Meetings (email options, important information only)
- Transportation binder reminder (bell only, not sentence every time)
- 2nd bike rack by 2nd-3rd hallway
- 2nd car dismissal location (same routine as morning drop-off)
- Cars parking on campus during the school day waiting for dismissal. (Ability to watch and observe campus during recess and drills)
- All grades being responsible for cleaning and sweeping up their tables in the cafeteria after lunch.

Technology...

SeeSaw: We recommend that SeeSaw continue to be used as a portfolio and a communication tool. Although, some parameters for communication might need to be discussed; parents should be made aware that SeeSaw communication is similar to email communication and 24 hours response is district policy.
Makerspace: We recommend that a Makerspace be created as majority of staff reportedly would use the materials. Consideration should be given to purchasing a variety of materials

that are easy to use and maintain. This Makerspace may be an excellent means for meeting the DISD goal of students participation in extra or co-curricular activities.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Nicola Coppock
Teacher	Eliana Silverman
Teacher	Sally Mattingly
Teacher	Rachel Stansbury
Teacher	Amy Stanley
Teacher	Christian Linehan
Teacher	Kimber Lucas
Campus-Based Nonteaching Professional	Natalie Lara
Campus-Based Para or Operations Staff Rep	Leona Eimandoust
District-Level Professional	Jeff Russell
Parent Rep	Aimee Myers
Parent Rep	Mayra Ronquillo
Community Rep	Jeff Kossack
Community Rep	
Business Rep	Jeff Bowerman
Business Rep	

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

Date	Time	Location
September 19, 2019	3:30 pm	Cross Oaks Elementary Library
November 21, 2019	3:30 pm	Cross Oaks Elementary Library
February 4, 2020	3:30 pm	Cross Oaks Elementary Library
March 5, 2020	3:30 pm	Cross Oaks Elementary Library
April 30, 2020	3:30 pm	Cross Oaks Elementary Library

Paloma Creek Elementary

Campus Improvement Plan 2019-20

Table of Contents

Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Inspiring passionate learners

School Vision

We will collaborate to create a positive learning environment that engages students, monitors progress, and celebrate success.

School Values

Respect: We will show respect to others and ourselves.
Advocate for others: We will advocate for the needs of our friends and ourselves.
Creative Thinker: We will create solutions to problems by thinking creatively and working collaboratively with others.
Growth: We will set personal goals to improve academically and behaviorally as we monitor our progress.
Engaged Learner: We will engage in meaningful learning opportunities and encourage our peers to learn with us.

WIG 1: Paloma Creek Elementary will increase student comprehension across the curriculum with a systematice and differentiated instructional approach so that 80% of students achieve a minimum of one year's growth in reading and 77% in math by June 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue campus wide PLC (Professional Learning Community) weekly meetings; during which teachers will identify essential learning targets, develop engaging lessons, monitor student progress and create common assessments. Grade-level PLC's will collaborate with special education, ESL, and math/reading interventionist.	Admin, teachers, Math Int, Read Int, inclusion teachers	SCE:		PLC Agendas, staff feedback, PLC google drive, student data monitored through zoned progress monitoring system, ELI, Primary Numeracy, Standards Based Report Card Assessments, I-Station Reading,Imagine Language and Literacy, Imagine Math, K-5 Lucy Calkins Reading and Writing, Lucy Calkins Phonics Units of study (K-2), CLI Engage PreK, IRI, LLI and Benchmark Assessment	Increase in student engagement and achievement of at least one year's growth Increase from 87% to % in reading and 67 % to % in math	
Continue planning specifically in the area of problem solving by utilizing co-creating criteria with strong and weak work. Vertical alignment of problem solving in PreK-5 Math Implement math workshop K-5 and provide support for teachers through math mega lab professional development sessions Implement Imagine Math, Blueprint and Math Fact Fluency	Admin, teachers, Math Int, Read Int, inclusion teachers	SCE: $30,000 FTEs: 0.5	T1: $2,80 0	Lesson plans, Assessment for Learning strategies, and students growth in problem solving Imagine Math Learning Suite Data Primary Numeracy benchmark data	Increase in student engagement and achievement of at least one year's growth Increase from 67% to %	
Continue to provide small group targeted math instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups.	Special Education Teachers, Math Int, Special Education Teachers, Read Int	$1,400.00		2-5 IM Progress monitoring reports; Primary Numeracy benchmarks at the BOY, MOY, and EOY	Increase in student engagement and achievement of at least one year's growth Increase from 67% to %	
Continue to provide small group targeted reading instruction in the general education	Recovery Teacher			2-5 iStation Reading progress monitoring reports	Increase in student engagement and	

WIG 1: Paloma Creek Elementary will increase student comprehension across the curriculum with a systematice and differentiated instructional approach so that 80% of students achieve a minimum of one year's growth in reading and 77% in math by June 2020.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
classroom utilizing inclusion support and/or "pull out" intervention groups	and Read Int			K-1 ELI data 2-5 LLI benchmarks and IRI Comprehension tracking system	achievement of at least one year's growth Increase from 87% to %	
Instructional coaches will work with teachers to continue to foster growth and development of best practice teaching strategies involving the Units of Study workshop model, through mega labs and staff development.	Admin , Instructional Coaches, Teachers			Observation Feedback, monthly agenda, walkthrough data Units of Study Reading K-2 Phonics Units of Study Reading Classroom Libraries Running Records Math Workshop	Increase in student engagement and achievement of at least one year's growth	
Continue to provide vertical PLC data analysis and planning targeted intervention utilizing Lead4ward data.	Admin, teachers, interventionists			Data analysis monitoring reading comprehension, math fact fluency, and math problem solving utilizing Lead4ward growth reports, leadership reports, and response to intervention reports.	Increase in student engagement and achievement of at least one year's growth	
Peer to Peer timely feedback from a colleague regarding instructional practices and student engagement.	Teachers		T1:	Observation Feedback TIme for teachers to observe feedback partner and provide feedback	Increase in student engagement and achievement. Foster teacher relationships, collaboration, and growth	

WIG 2: Paloma Creek Elementary will continue to establish a positive social, emotional, and academic culture through events and programs that will build collegiality amond all stakeholders by June 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus wide CHAMPs and STOIC practices in common areas and the classroom	Admin, teaching staff, team leaders, District Trainers			CHAMPs common areas handbook developed by committee STOIC and Positive Behavior Supports across special areas team Observation, data, feedback, Be YOUrself Board, Student of the Week, Falcon awards every 9 weeks	An increase in student engagement which allows them to be more focused while closing gaps and reaching the goal of at least a minimum of one year's growth.	
Provide campus wide continued implementation for Pre K through fifth grades on Restorative Practices	Admin, teaching staff, support staff,			Increase in student engagement, participation and respect between staff, students and stakeholders	Decrease in utilization of admin in behavior intervention, increase in student engagement and achievement of at least one year's growth	
Mentoring program for students at- risk behaviorally, with a specific criteria for mentors, mentees, and teachers	Volunteer base including: grandparents, parents, Navo Students, Teach Denton			Mentoring Plan refined, Clubs during the school day and after school, observation, data, feedback, Mentoring partnership with NMS and BHS students during the school day	Increase in student engagement and achievement of at least one year's growth	
Increase parent involvement through clubs and organizations such as Watch Dogs.	Admin, counselor,			Volunteer hours, Watch Dog participation, Club Sponsors.	Increase in student engagement and	

WIG 2: Paloma Creek Elementary will continue to establish a positive social, emotional, and academic culture through events and programs that will build collegiality amond all stakeholders by June 2020.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	teachers				achievement of at least one year's growth	
Implement electronic portfolio for students to communicate their learning in core content areas such as English Language Arts, Math, Science, and Social Studies.	Admin, teachers, students			Articles of evidence that are uploaded by students and teachers into portfolio	Increase in student engagement and achievement of at least one year's growth	
Opportunities for students to participate in a variety of clubs such as choir, honor choir, cooking club, robotics club, Ladies of Leadership, Running club, Athletic clubs, Ambassadors, media club, and gardening club, STEAM club	Teachers, parents, students			Student attendance and participation in clubs	Increase in student attendance, engagement, student performance	
Teachers will participate in 4 Safe Supportive learning sessions facilitated by our counselor during one staff meeting per grading period	Counselor Admin Teachers			Students will benefit from staff members understanding techniques for trauma and how trauma impacts schools.	Increase in student attendance, engagement and student performance across all settings.	
4th and 5th grade students will have the opportunity to take a career interest inventory to determine their top 3 career clusters. The counselor will provide lessons and guest speakers for students to gain exposure to careers.	Counselor			Students will understand the purpose behind their learning as they prepare for their futures.	Increase in student attendance, engagement and student performance across all settings.	

WIG 2: Paloma Creek Elementary will continue to establish a positive social, emotional, and academic culture through events and programs that will build collegiality amond all stakeholders by June 2020.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Our most at risk fourth grade students will participate in academic motivation guidance lessons with our counselor.	counselor			Students learning gaps will close.	Increase in student attendance, engagement and student performance across all settings. 90% of the 34 students will meet expectations as measured by STAAR.	

Texas Education Agency
2019 Closing the Gaps
PALOMA CREEK EL (061901120) - DENTON ISD

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	10	16	63%	30.0%	18.9
Growth Status	10	14	71%	50.0%	35.5
ELP Status	1	1	100%	10.0%	10.0
Student Success Status	6	10	60%	10.0%	6.0

Closing the Gaps Score 70

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	N	N	Y	N					N	Y	Y		N	N		
% at Meets GL Standard or Above	41%	31%	38%	50%	67%	33%	100%	50%	29%	22%	28%	38%	44%	39%		
# at Meets GL Standard or Above	141	35	30	68	2	2	1	3	36	4	9	5	67	74		
Total Tests (Adjusted)	340	112	78	135	3	6	1	6	124	18	32	13	152	188		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y		
% at Meets GL Standard or Above	49%	38%	40%	64%	33%	50%	100%	33%	39%	39%	34%	38%	51%	47%		
# at Meets GL Standard or Above	167	43	31	86	1	3	1	2	48	7	11	5	78	89		
Total Tests (Adjusted)	340	112	78	135	3	6	1	6	124	18	32	13	152	188		
Total Indicators															10	16
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	N	N	Y	N					Y				Y	N		
Academic Growth Score	65	59	73	67	0	33	100	33	64	42	62	65	67	63		
Growth Points	149.0	48.0	38.0	60.0	0.0	1.0	1.0	1.0	51.5	5.0	13.0	6.5	64.0	85.0		
Total Tests	230	81	52	89	1	3	1	3	80	12	21	10	96	134		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y		
Academic Growth Score	78	71	80	84	100	83	100	67	79	100	69	65	80	77		
Growth Points	179.5	57.5	41.5	74.0	1.0	2.5	1.0	2.0	63.0	12.0	14.5	6.5	76.0	103.5		
Total Tests	229	81	52	88	1	3	1	3	80	12	21	10	95	134		
Total Indicators															10	14
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																

Texas Education Agency
2019 Closing the Gaps
PALOMA CREEK EL (061901120) - DENTON ISD

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										56%						
TELPAS Progress										14						
TELPAS Total										25						
Total Indicators															1	1
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	N	Y	Y	N					Y	Y	Y	N	Y	N		
STAAR Component Score	46	39	41	54	52	44	100	51	38	39	26	42	49	44		
% at Approaches GL Standard or Above	75%	70%	73%	81%	86%	69%	100%	77%	68%	65%	44%	81%	80%	72%		
% at Meets GL Standard or Above	42%	31%	35%	54%	57%	44%	100%	54%	31%	33%	27%	38%	45%	40%		
% at Masters GL Standard	20%	15%	15%	28%	14%	19%	100%	23%	14%	20%	7%	8%	21%	20%		
Total Tests	929	310	215	365	7	16	3	13	338	49	88	37	400	529		
Total Indicators															6	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

CONFIDENTIAL

Texas Education Agency
2019 Closing the Gaps
PALOMA CREEK EL (061901120) - DENTON ISD

Status and Data Table

Total Indicators	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	100%	86%	99%	100%	100%	100%	99%	100%		
# Participants	375	130	85	144	3	6	1	6	144	20	38	15	163	212		
Total Tests	376	130	85	144	3	6	1	7	145	20	38	15	164	212		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	86%	99%	100%	100%	100%	99%	100%		
# Participants	373	130	85	142	3	6	1	6	145	18	38	15	163	210		
Total Tests	374	130	85	142	3	6	1	7	146	18	38	15	164	210		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Eduphoria
Learning Walks
Assessment Planning
Lesson Plans
Technology
End of Course Results

Professional Learning Communities (Minutes)
MYP Unit Planners
Denton ISD Curriculum Documents
Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
Active Instructional Coaches (Coaching) Staff with a Growth Mindset Working Knowledge of TEKS	- **Scheduled data driven PLC for each subject area with administration to lead some of the PLC meetings**. Administration periodically present would support and refine the data discussion and is based on a survey taken by teachers which stated that 89 percent of teachers feel that "we have administration support," indicating a level of trust that would likely support this form of discussion (Campus Culture & Climate Survey, 2017). - **Common lesson plan format and submission procedures** is a strong need at Denton High School which could strengthen the rigor seen in the classroom. Seventy-two percent of parent respondents to the Campus Culture & Climate Survey feel that students at DHS are not challenged enough by their schoolwork and a common lesson plan format and submission procedure could potentially mitigate that feeling (2017). - **Displaying daily learning targets/objectives/enduring understandings/inquiry questions** will

	work towards the weakness that Denton High appears to have among 53 percent of parents who disagree that "teachers successfully show students how lessons relate to life outside of school (Campus Culture & Climate Survey, 2017).
	- **DHS should continue to strengthen common assessments, ensuring they are aligned with the TEKS** to ensure that the achievement gap showing approximately 20 percent lower scores for economically disadvantaged at Denton High on STAAR for Level II or better as compared to the rest of the district taking English I and English II (Texas Academic Performance Report, 2015-16 Campus Performance). Algebra 1 STAAR achievement for at Level II or better was lower than the district as well by 13 percentage points (Texas Academic Performance Report, 2015-16 Campus Performance).
	- **Ensure curriculum is aligned with TEKS and reflect as professionals on areas of growth (weekly)** which will support the previously stated need of TEKS aligned assessment. This will help ensure academic rigor so that disadvantaged students such as English Language Learners who scored only 27 and 28 percent achievement for Level II or higher in English I and English II respectively will have access to well-designed curriculum focused on the tested state standards (Texas Academic Performance Report, 2015-16 Campus Performance).

Summary of Needs

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

Denton High School will utilize, enforce and monitor Professional Learning Communities to ensure that the curriculum that is developed addresses student needs as well as satisfies the standards and expectations of the STAAR and the International Baccalaureate.

Comprehensive Needs Assessment

Demographics

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

Strengths...	Needs...
- Average experience 11.3% above state average. - 34 % of our staff has a Master's degrees or PhDs which puts DHS personnel 11% above the state average for advanced degrees. - We are above the state average for teachers who have 5+ years of experience. - The 2015-2016 school year data shows that our attrition rate is below the state average. - Denton High School has already endorsed, trained and utilized a team of instructional coaches with its current staff.	- We need to increase the number of highly qualified minority teachers on our campus to better represent our student population. - Develop a First-Year Teacher Orientation to help new teachers understand lesson planning (MYP), school expectations and staff expectations. - Assign Instructional Coaches to First Year Teachers to mentor, observe and coach them in areas of curriculum and instruction and classroom management.

Summary of Needs

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

Denton High School will focus on improving the academic success of its Low SES, African-American and Hispanic populations in English, Science, and Alg. I. We will also work closely with our feeder schools to communicate strategies to help our students who are subject to mobility issues.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey
TAPR
PTSA Feedback
CLT Community Member Feedback

Findings/Analysis

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

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

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

Strengths...- Denton High School has established and maintains a supportive PTSA which is involved in a number of campus level decisions as well as celebrations for teachers and staff. - Our athletics, fine arts, UIL and International Baccalaureate programs have all established and maintained boosters, which continue to fundraise and support their respective organizations. - Each of these groups feels that there are open lines of communication between their organizations, as well as the individuals in their organizations, and the Denton High School administrative staff.	**Needs** - DHS needs improved measures to communicate with its Spanish-speaking families. While many of our letters and call-out are bilingual, we need to increase the number of meetings where we employ school and district translators to communicate information and get questions in real time from our parents. - We need to designate an administrator that will hold membership in several Denton auxiliaries, clubs and service organizations that can act as a liaison for pertinent information coming from the community as well as opportunities for our staff and students to get involved.

Summary of Needs

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

Denton High School will focus open its outreach to our Spanish-speaking families and well as those of at-risk students so that ALL students and families on our campus feel that they have clear and transparent lines of communication regarding our vision and our mission. We also need to designate a community liaison that will report community needs and opportunities for our staff and students to continue the strong relationship that DHS has to the city of Denton.

Comprehensive Needs Assessment

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Administrative Staff Feedback
Demographics
TAPR

Findings/Analysis

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

Strengths...	Needs...
- Currently Denton High School maintains a full teaching staff to accommodate our student numbers and course requests. - The administration is now lead by a highly-qualified principal, with over 24-years of experience in secondary education, with 5 of those in administration. - Our associate principal position was recently filled by a highly-qualified principal, who has had over 15 years' experience in education, as both a secondary athletic director and as a sitting principal. - Denton High School has 3 highly-qualified assistant principals who fulfill a number of roles on our campus, ranging from teacher evaluations to student discipline.	- Denton High School needs two Assistant Principals to fill in the remaining administrative staff positions. - We need an assistant principal whose largest focus is our Special Education, staff, students and protocol as well as our SPED compliance. - We need and assistant principal whose focus is our at-risk population. This will include building relationships, improving their academic success and providing a number of different supports to increase their student achievement.

Summary of Needs

Denton High school has a great administrative foundation which it will build upon in the 2017-2018 school year with the addition of administrators that will focus on our Special Education program and the increased success of our at-risk population.

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey
TAPR
PTSA Feedback
CLT Community Member Feedback

Findings/Analysis

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

Strengths...	Needs...
- Denton High School has established and maintains a supportive PTSA which is involved in a number of campus level decisions as well as celebrations for teachers and staff. - Our athletics, fine arts, UIL and International Baccalaureate programs have all established and maintained boosters, which continue to fundraise and support their respective organizations. - Each of these groups feels that there are open lines of communication between their organizations, as well as the individuals in their organizations, and the Denton High School administrative staff.	- DHS needs improved measures to communicate with its Spanish-speaking families. While many of our letters and call-out are bilingual, we need to increase the number of meetings where we employ school and district translators to communicate information and get questions in real time from our parents. - We need to designate an administrator that will hold membership in several Denton auxiliaries, clubs and service organizations that can act as a liaison for pertinent information coming from the community as well as opportunities foe our staff and students to get involved.

Summary of Needs

Denton High School will focus open its outreach to our Spanish-speaking families and well as those of at-risk students so that ALL students and families on our campus feel that they have clear and transparent lines of communication regarding our vision and our mission. We also need to designate a community liaison that will report community needs and opportunities for our staff and students to continue the strong relationship that DHS has to the city of Denton.

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

Strengths...	Needs...
- Average faculty experience is 11.3% above state average - 34% of faculty has a Master's Degree or higher (12% above state average). - Above state average for teachers who have 5+ years of experience. - Instructional coaches have conference periods/blocks dedicated to working with faculty.	- We need to increase the number of highly qualified minority teachers on our campus to better represent our student population. - Develop a First Year Teacher Orientation to help new teachers understand lesson planning (MYP), school expectations, and staff expectations. - Assign Instructional Coaches to First Year Teachers to mentor, observe, and coach in areas of C&I and classroom management.

Summary of Needs

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

Denton High School will utilize instructional coaches as a supportive measure for new and seasoned staff members to improve the quality of our instruction, increase student achievement, and create an environment that will attract and maintain highly qualified staff.

Student Achievement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
2016 Stoplight High School Data
Overview of 2016 State Accountability System
TEA Distinction Designation Summary

Findings/Analysis

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

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

Strengths...	Needs...

- IB Diploma Programme Scores
- IB Diploma Programme Retention Rates
- IB Diploma Programme College Acceptance Rate (100%)
- TEA Distinction for Social Studies (2016-2017)
- TEA Distinction for Student Progress (2017-2018)
- Met TEA Standards on:
    Student Achievement: Closing Gaps
    Student Progress: Post-Secondary Readiness
	- Increase scores in both Mathematics and in English.
	- Increase the number of low SES students that pursue/enter Advanced Academics
	- Designate a more precise form of multi-tiered intervention to support low performing students
	- Designate an Administrator and Counselor to oversee multi-tiered intervention
	- Create STAAR tutorials outside of the school day to provide extra support for students who are not performing to potential on English and Math STAAR
	Early intervention with incoming 8th graders through vertical planning and data

Summary of Needs

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

Denton High School will work to intervene earlier in a student's career to maximize their academic success and will encourage that they pursue advanced academics where applicable. IB and AP exam passing rates (and % tested) need to increase as well as the number of students completing Dual Credit courses. At-Risk student completion of English I and Algebra I needs to be addressed.

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey

Findings/Analysis

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

Strengths...	Needs...
53% of teachers get devices for their students when needed more than half the time. This is a 5% increase from last year. - Increased # of Chromebooks on campus this year (140) available to teachers NOT on district chromebook initiative. - All Social Studies classrooms have 2:1 Chromebook access - Each Social Studies and Science teacher has a teacher Chromebook 58% of teachers report a typical student to computer ratio of 2:1 or 1:1 67% of teachers feel confident in their foundational technology skills. 80% of teachers feel using technology enhances learning and their daily life. 72% of teachers feel they can learn new technology/skills easily 71% of teachers receive instructional tech planning within a week of their request.	Increase online collaboration between teacher-to-teacher, teacher-to-student, and student-to-student. Only 26% of students report finding it easy to perform these tasks. Increase digital citizenship skills. Only 13% of students report being taught these skills at least monthly. 34% of teachers report being "highly knowledgeable" of these skills. Reward and recognize teachers who successfully integrate technology in learning. Teachers want more training on the use of multimedia skills (recording/editing).

Summary of Needs

Denton High School has the infrastructure and access available to technology for teachers and students to increase 21st century learning skills. Teachers need more support in learning how to use these tools with their content areas. Tech-infused professional development that models the use of technology for teaching and learning is a quick way to show teachers how and when technology can enhance learning. When campus administration uses technology to enhance teacher learning and communication, teachers will use it with their students more frequently. Highlighting and celebrating

teachers as active and engaged in digital learning will support and promote the use of technology in the classroom.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Denton High School will utilize instructional coaches as a supportive measure for new and seasoned staff members to improve the quality of our instruction, increase student achievement and create an environment that will attract and maintain highly qualified staff.

Student Achievement...

Denton High School will work to intervene earlier in a student's career to maximize their academic success and will encourage that they pursue advanced academics where applicable. IB and AP exam passing rates (and % tested) need to increase as well as the number of students completing Dual Credit courses. At-Risk student completion of English I and Algebra I needs to be addressed.

School Culture and Climate...

Denton High School will focus open its outreach to our Spanish-speaking families and well as those of at-risk students so that ALL students and families on our campus feel that they have clear and transparent lines of communication regarding our vision and our mission. We also need to designate a community liaison that will report community needs and opportunities for our staff and students to continue the strong relationship that DHS has to the city of Denton.

Staff Quality, Recruitment and Retention...

Denton High School will utilize instructional coaches as a supportive measure for new and seasoned staff members to improve the quality of our instruction, increase student achievement, and create an environment that will attract and maintain highly qualified staff.

Curriculum, Instruction, and Assessment...

Denton High School will utilize, enforce and monitor Professional Learning Communities to ensure that the curriculum that is developed addresses student needs as well as satisfies the standards and expectations of the STAAR and the International Baccalaureate.

Family and Community Involvement...

Denton High School will focus open its outreach to our Spanish-speaking families and well as those of at-risk students so that ALL students and families on our campus feel that they have clear and transparent lines of communication regarding our vision and our mission. We also need to designate a community liaison that will report community needs and opportunities for our staff and students to continue the strong relationship that DHS has to the city of Denton.

School Context and Organization...

Denton High school has a great administrative foundation which it will build upon in the 2017-2018 school year with the addition of administrators that will focus on our Special Education program and the increased success of our at-risk population.

Technology...

Denton High School has the infrastructure and access available to technology for teachers and students to increase 21st century learning skills. Teachers need more support in learning how to use these tools with their content areas. Tech-infused professional development that models the use of technology for teaching and learning is a quick way to show teachers how and when technology can enhance learning. When campus administration uses technology to enhance teacher learning and communication, teachers will use it with their students more frequently. Highlighting and celebrating teachers as active and engaged in digital learning will support and promote the use of technology in the classroom.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Mark Stein
Teacher	Lisa Paisley
Teacher	Jana Tutor
Teacher	Erin Findley
Teacher	Victoria Emory
Teacher	Ragen Franklin
Teacher	Barbie Jackson, Melanie Stewart, Sanlyn Ferguson
Campus-Based Nonteaching Professional	
Campus-Based Para or Operations Staff Rep	Alison Gravley-Strickland
District-Level Professional	Beth Avery
Parent Rep	Shea Harrison
Parent Rep	Kathy Lawson
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
August 21, 2019	3:10-4:30	Paloma Creek Library
October 16, 2019	3:10-4:30	Paloma Creek Library
January 8, 2020	3:10-4:30	Paloma Creek Library
March 24, 2020	3:10-4:30	Paloma Creek Library
April 8, 2020	3:10-4:30	Paloma Creek Library

Providence Elementary

Campus Improvement Plan 2019-20

Table of Contents

Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Providence Elementary Mission, Vision, and Values

District Mission

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

School Mission

At Providence Elementary, we will develop and cultivate a Community of Learners with PRIDE, PERSEVERANCE and PURPOSE.

School Vision

Working collaboratively as a Professional Learning Community, the staff at Providence Elementary will work to foster and ensure a focused and engaged learning environment while educating students to their highest potential.

School Values

- ★ Respect
- ★ Responsibility
- ★ Perseverance
- ★ Empathy

WIG 1: Providence Elementary will increase student reading comprehension, writing performance and math problem solving across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth while meeting district and state standards (as evidenced by 85% of students meeting standard on 3rd – 5th grade STAAR Math & Reading Assessments as well as 90% of all students reading on grade level as evidenced by End of Year District Reading Assessments) by June of 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus wide implementation of extended PLC (Professional Learning Community) bi-weekly 80 minute meetings; during which teachers will identify essential learning targets, develop engaging lessons, monitor student progress and create/evaluate common assessment data. Grade-level PLC's will collaborate with instructional coach, special education, ESL, and math/reading interventionist.	Admin, Counselor, Teachers, Math Int, Read Int, Inclusion teachers			PLC Agendas, staff feedback, PLC binders, Student data monitored through Campus Progress Monitoring Document,, ELI, KR, Standards Based Report Card Assessments, I-Station Reading, I-Station Math, and Think Through Math	Increase in student engagement and achievement of one year's growth	Participation in extended PLCs
Maintain a campus-wide system for reporting, monitoring and adjusting to student assessment data in a way that yields consistent student growth.	Admin, Teachers, Interventionists, Instructional Coach			Patriot Progress Monitoring Campus Tool	Increase in assessment scores and achievement of one year's (or more) growth	Patriot Progress Monitoring Campus Tool
Train and support all staff on the implementation of the Lucy Calkins Writing and Reading Units of Study	Admin, Campus Instructional Coach, Interventionists			Staff professional development agendas, classroom learning walks, weekly lesson plans	Increase in campus writing scores K-5, increase in 4th grade STAAR writing scores	Instructional coach weekly documented feedback, Writing Units of Study Learning Walks
Campus Instructional Coach and Math Interventionist facilitate continued planning specifically in the areas of Math Workshop Model, problem solving, number talks, guided math groups and utilization of math exemplars.	Admin, Campus Instructional Coach, Interventionists			Lesson plans, teachers utilizing Exemplars to facilitate learning, and students growth in problem solving, SeeSaw student portfolio math problem solving justification	Increase in student engagement and achievement of one year's growth	Student Problem Solving Journals

WIG 1: Providence Elementary will increase student reading comprehension, writing performance and math problem solving across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth while meeting district and state standards (as evidenced by 85% of students meeting standard on 3rd – 5th grade STAAR Math & Reading Assessments as well as 90% of all students reading on grade level as evidenced by End of Year District Reading Assessments) by June of 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Ensure that teachers and support staff are consistently implementing assessment literacy best practices, including learning targets, strong and weak examples of student work, formative assessment, pre-assessment, and feedback.	Admin, Teachers, Campus Interv, Support paras			Walk-thoughs and teacher feedback, documentation of PLC work, monthly staff development focusing on assessment literacy involving teacher input	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	Ensure that teachers and support staff are consistently implementing assessment literacy best practices, including learning targets, strong and weak examples of student work, formative assessment, pre-assessment, and feedback.
Provide small group targeted reading instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups (to include addition of an instructional coach ½ time campus FTE)	Recovery Teacher, Interventionists, and ½ time coach	TI: $30,000 (Salary) FTEs: 0.5 SCE:$60,000 (Salary) FTEs: 1.0 Persons Responsible: Administration, Reading Recovery teacher, coach and interventionist		K-5 I-Station Reading progress monitoring reports K-2 ELI data, DMTSS reports	Increase in student engagement and achievement of one year's growth	Routine Review of Guided Reading Progress Monitoring, iStation Targeted small group lesson plans
Provide small group targeted math instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups.	Special Education Teachers, Math Int Special Education Teachers,	TI: $30,000 (Salary) FTEs: 0.5 SCE:$30,000 (Salary)		3-5 Imagine Math Progress monitoring reports K-5 I-Station Math progress monitoring reports IXL Progress Monitoring Reports, DMTSS reports	Increase in student engagement and achievement of one year's growth	Interventionist lesson plans, Utilize Math Progress Monitoring reports during Extended PLCs as a data source, Imagine

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
WIG 1: Providence Elementary will increase student reading comprehension, writing performance and math problem solving across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth while meeting district and state standards (as evidenced by 85% of students meeting standard on 3rd – 5th grade STAAR Math & Reading Assessments as well as 90% of all students reading on grade level as evidenced by End of Year District Reading Assessments) by June of 2020.						
	Read Int	FTEs: 0.5 Persons Responsible: Administration, coach and interventionist				Math Targeted small group lesson plans
Develop and maintain student electronic portfolios via SeeSaw that demonstrates student academic growth in all content areas	Admin, Library Media Specialist, staff, students			SeeSaw ePortfolio work samples, parent comments/feedback on student work samples	Increase in student achievement as evidenced by classroom learning walks, increase in parent engagement survey results	Bi-weekly SeeSaw electronic portfolio reviews, campus progress monitoring (scorecard/dashboard) documents
Provide Professional Development Mega Labs as a means of training staff on Workshop Model.	Administration, Reading Recovery teacher, coach and interventionist	TI: $6828.00 (Subs) Persons Responsible: Administration, Reading Recovery teacher, coach and interventionist		Mega Lab staff invitations, Mega Lab agendas	Increase in student engagement and achievement as evidenced by classroom learning walks	Review of AFL Leadership Team Agendas and Campus Calendar
Provide Supplemental Supplies and Materials to support Units of Study Curriculum Implementation (such as Classroom Libraries)	Administration, Reading Recovery teacher, coach and interventionist	TI: $12572.00 (Supplies) Persons Responsible: Administration, Reading Recovery teacher, coach and		Learning Walk-throughs and teacher feedback	Increase in student engagement and achievement as evidenced by classroom learning walks	Classroom Library Inventories

WIG 1: Providence Elementary will increase student reading comprehension, writing performance and math problem solving across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth while meeting district and state standards (as evidenced by 85% of students meeting standard on 3rd – 5th grade STAAR Math & Reading Assessments as well as 90% of all students reading on grade level as evidenced by End of Year District Reading Assessments) by June of 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
		interventionist				
Offer Opportunities for parents to be involved and engaged in curriculum and instructional practices.	Administration, Reading Recovery teacher, coach and interventionist	TI: $758.00 (Parent Involvement) Persons Responsible: Administration, Reading Recovery teacher, coach and interventionist		Principals' Coffee, Curriculum and Conversation Agendas	Increase in parent and family involvement/engagement; increase in communication scores as evidenced by Community Engagement Survey	Campus Newsletters, SeeSaw, Community Engagement Survey

WIG 2: Providence Elementary will establish a positive social, emotional and academic culture and climate through events and programs that will build positive relationships and collegiality with all stakeholders (as evidenced by a minimum of 85% or higher engagement in all measured areas of staff and community engagement surveys) by June 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Development of campus Mentor Program for 1st year teachers and a Patriots Planning for Success Group (for teachers and staff new to Providence Elementary) that focuses on providing differentiated training to help new staff members become familiar with procedures while receiving intentional support.	Admin, Denton ISD Mentor Coordinator Trainers, Staff			Mentor/mentee bi-weekly and monthly meetings	Increase in staff engagement scores, increase in student achievement/progress monitoring data	Mentor feedback forms, mentee surveys
Continuation of Campus Student Mentor Program	Admin, counselor, student mentors, student mentees, staff			Weekly mentor/mentee meetings, mentor training sessions/calendar	Decrease in student behavior referrals, increase in student engagement	Student mentor surveys, teacher surveys
Routinely share and honor staff members for highlighting and adding to the "Post What Makes You Patriot Proud" Wall.	Admin, counselor, teachers, Staff			Post What Makes You Patriot Proud Wall	Increase in staff feeling recognized and valued as evidenced by Employee Engagement Survey	Post What Makes You Proud Wall
Continuation of targeted counselor group focused on increasing student academic achievement (year's growth)	Admin, counselor			Routine small group meetings aimed at goal-setting and targeting academic growth	Increase in student academic achievement (both on campus progress monitoring tools and on STAAR Progress Measure)	Campus Progress Monitoring (Scorecard/dashboard)

WIG 2: Providence Elementary will establish a positive social, emotional and academic culture and climate through events and programs that will build positive relationships and collegiality with all stakeholders (as evidenced by a minimum of 85% or higher engagement in all measured areas of staff and community engagement surveys) by June 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Routinely implement Restorative Practices in Pre K through fifth grades.	Admin, counselor, teaching staff, support staff,			Increase in student engagement, participation and respect between staff, students and stakeholders, displayed relationship agreements, grade level Spark Plans, Plans for Green and Yellow Circles	Decrease in utilization of admin in behavior intervention, increase in student engagement and achievement of at least one year's growth	Provide campus wide training and coaching for Pre K through fifth grades on Restorative Practices, Behavior referral data tracking,
Offer Opportunities for parents to be involved and engaged in curriculum and instructional practices via quarterly Principal's Coffee Chats.	Administration, Reading Recovery teacher, coach and interventionist	TI: $758.00 (Parent Involvement) Persons Responsible: Administration		Principals' Coffee, Curriculum and Conversation Agendas	Increase in parent and family involvement/engagement; increase in communication scores as evidenced by Community Engagement Survey	Campus Newsletters, SeeSaw, Community Engagement Survey

Texas Education Agency
2019 Closing the Gaps
PROVIDENCE EL (061901117) - DENTON ISD

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	15	16	94%	33.3%	31.3
Growth Status	12	12	100%	55.6%	55.6
Student Success Status	8	8	100%	11.1%	11.1

Closing the Gaps Score — **98**

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	Y	Y	Y					Y	Y	Y	Y	Y	Y		
% at Meets GL Standard or Above	58%	38%	66%	60%	0%	100%	100%	100%	46%	38%	33%	100%	61%	54%		
# at Meets GL Standard or Above	120	14	19	79	0	4	1	3	36	3	13	2	78	42		
Total Tests (Adjusted)	206	37	29	131	1	4	1	3	78	8	39	2	128	78		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	N	Y	Y					Y	Y	Y	Y	Y	Y		
% at Meets GL Standard or Above	62%	30%	62%	68%	100%	100%	100%	100%	49%	38%	44%	100%	67%	53%		
# at Meets GL Standard or Above	127	11	18	89	1	4	1	3	38	3	17	2	86	41		
Total Tests (Adjusted)	206	37	29	131	1	4	1	3	78	8	39	2	128	78		
Total Indicators															15	16
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y		
Academic Growth Score	73	66	83	72	0	100	100	67	64	67	73	100	75	69		
Growth Points	97.0	14.5	12.5	63.0	0.0	4.0	1.0	2.0	33.5	2.0	20.5	2.0	64.0	33.0		
Total Tests	133	22	15	87	1	4	1	3	52	3	28	2	85	48		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y		
Academic Growth Score	75	61	70	77	100	100	100	100	70	67	62	50	74	76		
Growth Points	100.5	13.5	10.5	67.5	1.0	4.0	1.0	3.0	36.5	2.0	18.0	1.0	64.0	36.5		
Total Tests	134	22	15	88	1	4	1	3	52	3	29	2	86	48		
Total Indicators															12	12
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a	12	12
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Graduated	-															

Texas Education Agency
2019 Closing the Gaps
PROVIDENCE EL (061901117) - DENTON ISD

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										46%						
TELPAS Progress										6						
TELPAS Total										13						
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y		
STAAR Component Score	57	36	60	61	67	97	100	56	47	35	34	56	61	52		
% at Approaches GL Standard or Above	80%	60%	85%	84%	100%	100%	100%	89%	73%	58%	50%	100%	84%	75%		
% at Meets GL Standard or Above	59%	34%	64%	63%	67%	100%	100%	78%	47%	37%	38%	67%	63%	52%		
% at Masters GL Standard	33%	13%	32%	36%	33%	92%	100%	0%	22%	11%	14%	0%	36%	28%		
Total Tests	555	98	74	356	3	12	3	9	213	19	111	6	343	212		
Total Indicators															8	8
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

CONFIDENTIAL

Texas Education Agency
2019 Closing the Gaps
PROVIDENCE EL (061901117) - DENTON ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	98%	100%	100%	100%	100%	100%	100%	99%	100%	98%	100%	99%	100%		
# Participants	238	59	30	140	1	4	1	3	103	9	45	2	135	103		
Total Tests	239	60	30	140	1	4	1	3	104	9	46	2	136	103		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	239	60	30	140	1	4	1	3	104	9	46	2	136	103		
Total Tests	239	60	30	140	1	4	1	3	104	9	46	2	136	103		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

❏   UbD Units of Study
❏   Writing Units of Study Materials
❏   Master Schedule
❏   Learning Walk Data

Findings/Analysis

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

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

Strengths...	Needs...
❏ 89% of Classrooms had Learning Targets posted ❏ 89% of Learning Targets Posted are in the Developing Stage ❏ 87% of Learning Targets are posted in kid friendly language	❏ Students are in the Initiating stage of ownership related to Learning Target Learning Walk Feedback ❏ Learning Walks identified areas of professional development related to keeping mini-lessons "mini" in the workshop model ❏ Time and training on implementation and utilization of the Units of Study Curriculum ❏ Access to classroom libraries to support Units of Study Curriculum ❏ Vertical teaming alignment processes

Summary of Needs

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

❏ Purchase supplies to support Units of Study Curriculum Implementation
❏ Provide professional development and Mega Labs to support implementation of the Workshop Model in reading, writing and math

State Compensatory funds to provide substitutes for Professional Development

Comprehensive Needs Assessment

Demographics

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

❏ Attendance
❏ Enrollment
❏ Mobility/Stability

Findings/Analysis

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

Strengths...	Needs...
❏ Consistent increase in student enrollment ❏ Implementation of incentives to encourage perfect attendance	❏ Supports for students new to Providence that move in after the school year has begun ❏ Parent education on the importance of daily student attendance ❏ Increase daily student attendance rate (currently at 96%) ❏ Add At-Risk indicator to campus progress monitoring tool to track this student data

Summary of Needs

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

❏ As the Providence enrollment is quickly and consistently growing, our campus needs to design systems to support new students coming in. Additionally, parents need to be educated on the importance of daily student attendance as Providence was in Q3 on the TEA Accountability Summary.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Family Participation Counts
Parent Activity Feedback

Findings/Analysis

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

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

Strengths	Needs
❏ Volunteer hours logged ❏ Increased number of student interns/observers ❏ Increased parent participation in Interactive Open House ❏ Positive parent feedback related to Curriculum Night and Open House ❏ Positive Parent Feedback on Patriot Fair (Spring Carnival)	❏ Find ways to utilize parent volunteers to work with students (i.e. - reading, math facts, etc.)

Summary of Needs

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

❏ Provide opportunities to bring parents to school to teach them curriculum and instructional practices to support at home

Comprehensive Needs Assessment

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

❏ Master Schedule
❏ Duty Schedule
❏ Leadership Team Agendas
❏ Safety and Security Drill After Action Reports

Findings/Analysis

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

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

Strengths...	Needs...
❏ Master schedule allowed opportunities for small group tutorials ❏ Committee of teachers, parents and administrators had input in deciding the master schedule ❏ Extended PLC Schedule	❏ Difficulty of scheduling intervention, special education, EXPO, dyslexia, etc. ❏ Provide multiple leadership and decision making opportunities for staff ❏ Provide club opportunities to students

Summary of Needs

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

❏ Create opportunities for students to be involved in clubs during the school day as well as after school.

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Employee Engagement Survey
Community Engagement Survey

Findings/Analysis

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

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

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

Strengths...	Needs...

❏ Employee Engagement survey yielded high employee engagement in the following:
    ❏ I feel comfortable sharing ideas and opinions with my principal or direct supervisor
    ❏ Consistent actions
    ❏ Communication of job expectations
    ❏ Effective Leadership
❏
	❏ Find opportunities to increase and develop high staff morale
	❏ Provide constructive feedback
	❏ Find opportunities to have multiple forms of input and consideration into decision making
	❏ Grow Watch D.O.G.S Program

Summary of Needs

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

❏ Find ways to intentionally cultivate the staff morale and climate.

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

❏ Teacher Certification
❏ Professional-Development Data/Agendas

Findings/Analysis

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

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

Strengths...	Needs...
❏ PLC Structures ❏ Multiple certifications for many staff members	❏ Number/% of ESL Certified Teachers ❏ Basic Gifted & Talented hours of all classroom teachers

Summary of Needs

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

❏ All ELAR teachers having ESL certification ❏ Gifted & Talented 30 hour minimum standard training

Comprehensive Needs Assessment

Student Achievement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- ❏ ELI Assessments
- ❏ UBD Units
- ❏ Patriot Campus-Wide Progress Monitoring Documentation
- ❏ Grade Level Common Assessments
- ❏ TEA Accountability Summary
- ❏ TEA Distinction Designation Summary
- ❏ STAAR Results

Findings/Analysis

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

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

Strengths...	Needs...
❏ 2 STAAR Distinctions (Closing the Gaps, College & Career Readiness) ❏ Implementation/Utilization of Systemic Student Data Collection in Patriot Progress Monitoring Document ❏ Increased Percentages of Students Stating the Given Learning Targets ❏ Grade 3 STAAR Reading Performance (Masters Level) ❏ Grade 4 STAAR Writing Performance (Masters Level) ❏ Grade 3 STAAR Math Performance (Masters Level) ❏ STAAR Percent of Results at Meets Grade Level or Above)	❏ Increased percentages of students reading on grade level ❏ Target Overall Academic Achievement in both reading and math (as evidenced by STAAR)

Summary of Needs

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

❏ Routinely monitor Patriot Progress Monitoring Campus-Wide student assessment data to design targeted instruction to meet the needs of all students as well as increase assessment percentages of student mastery ❏ Utilize Title I Funds to provide student access to interventionists and teacher access to professional development as well as coaching

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- ❏ BrigthBytes Survey
- ❏ Campus Technology Staff Survey
- ❏ SeeSaw Classroom Sites

Findings/Analysis

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

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

Strengths...	Needs...
❏ All classrooms have established and shared SeeSaw access with families ❏ Brightbytes Technology and Learning Trends show an increase in proficient rating ❏	❏ Training on utilizing SeeSaw to connect AFL work and instructional practices ❏ Find opportunities to train staff on seamless integration and intentional utilization of technology to support the curriculum

Summary of Needs

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

❏ Training on utilizing SeeSaw to connect AFL work and instructional practices
❏ Find opportunities to train staff on seamless integration and intentional utilization of technology to support the curriculum

Summary of Priority Needs

Demographics...

- ❏ As the Providence enrollment is quickly and consistently growing, our campus needs to design systems to support new students coming in. Additionally, parents need to be educated on the importance of daily student attendance as Providence was in Q3 on the TEA Accountability Summary.

Student Achievement...

- ❏ Routinely monitor Patriot Progress Monitoring Campus-Wide student assessment data to design targeted instruction to meet the needs of all students as well as increase assessment percentages of student mastery
- ❏ Utilize Title I Funds to provide student access to interventionists and teacher access to professional development as well as coaching

School Culture and Climate...

- ❏ Find ways to intentionally cultivate and positively change the staff morale and climate.

Staff Quality, Recruitment and Retention...

- ❏ All ELAR teachers having ESL certification
- ❏ Gifted & Talented 30 hour minimum standard training

Curriculum, Instruction, and Assessment...

- ❏ Purchase supplies to support Units of Study Curriculum Implementation
- ❏ Provide professional development and Mega Labs to support implementation of the Workshop Model in reading, writing and math

State Compensatory funds to provide substitutes for Professional Development

Family and Community Involvement...

❏ Provide opportunities to bring parents to school to teach them curriculum and instructional practices to support at home

School Context and Organization...

❏ Create opportunities for students to be involved in clubs during the school day as well as after school.

Technology...

❏ Training on utilizing SeeSaw to connect AFL work and instructional practices
❏ Find opportunities to train staff on seamless integration and intentional utilization of technology to support the curriculum

Providence Elementary Campus Leadership Team (CLT)

CLT Members

Role	Name
Principal	Jairia Diggs
Assistant Principal	Christina Weiper
Teacher	Bari Hulen
Teacher	Brooke Barrett
Teacher	Lydia Boomer
Teacher	Desiree McClung
Teacher	Alex Segovia
Teacher	Janie Peters
Teacher	Consonya Owens
Teacher	Jason Fincher
Campus-Based Nonteaching Professional	Stephanie Thompson
Campus-Based Para or Operations Staff Rep	Pam Lawrence
District-Level Professional	Beth Avery
Parent Rep	Krystal Cox
Parent Rep	Trista Rawlins
Community Rep	Brian Roberson
Community Rep	Officer Ryan McClearen
Business Rep	Sam (Palio's at Crossroads)
Business Rep	

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

Date	Time	Location
Tuesday, October 1, 2019	3:20pm	Providence Library
Tuesday, December 3, 2019	3:20pm	Providence Library
Tuesday, February 4, 2019	3:20pm	Providence Library
Tuesday, April 14, 2019	3:20pm	Providence Library
Thursday, April 24, 2019	3:20pm	Providence Library (Present CNA Findings)

Savannah Elementary School

Campus Improvement Plan 2019-20

Table of Contents

Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

"Preparing for the future...today!"

School Vision

Savannah Elementary will become a collaborative community of excellence that challenges students to reach their academic and social potential.

School Values

Attitude: We will maintain a positive environment of encouragement, recognition, humor, and fun.

Communication: We will openly interact with each other in truthful and respectful manner to cultivate trust and productivity without fear of retaliation.

Innovation: We will build a forward-thinking environment that keeps up with technology, best practices, and is open to unconventional ideas.

Respect: We will value each other's opinions and differences with open mindedness and tolerance.

Team Work: We will work together toward a common goal by sharing responsibilities while implementing our value system.

WIG 1: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% of all students will show a minimum of one year's growth in math by May 22, 2019.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Within the workshop model, our campus will focus on consistency of small group instruction daily.	Administration Interventionists Coaches Curriculum			• Lesson Plans • Walk Through Documentation • Coaching Notes • T-TESS Goals	90% of our campus will make one year's growth in math.	Oct Jan March May
Small groups will be pulled by formative & summative data sources.	Administration Interventionists Coaches Curriculum			• Lesson Plans • Walk Through Documentation • Coaching Notes • T-TESS Goals	90% of our campus will make one year's growth in math.	Oct Jan March May
The Student Intervention Team will continue to provide support and training to teachers identifying appropriate MTSS strategies. Teachers will utilize the DMTSS protocols and resources created by the district DMTSS committee.	Administration SIT Team			• PLC schedule • PLC minutes & artifacts • Common Assessments • Students of Concern Spreadsheet	90% of our campus will make one year's growth in math.	Oct Jan March May
Identify math essential standards at each grade level. Create essential unit plans for math.	Administration Curriculum			• Grade level scope & sequence • Month at a glance • Lesson plans • Learning targets • Common assessments	90% of our campus will make one year's growth in math.	Oct Jan March May
Students will be able to identify their learning targets and monitor their progress based on strong & weak work samples.	Administration Curriculum			• Walk through documentation • Learning walk documentation • Classroom artifacts	90% of our campus will make one year's growth in math.	Oct Jan March May
Teachers will update Students of Concern spreadsheet prior to PLC meeting based on Universal, Supplemental, and Individualized concerns.	Administration Team Leads Interventionists			• Students of Concern spreadsheet • Blue folder documents • Istation data • Imagine Math data • Common assessments	90% of our campus will make one year's growth in math.	Oct Jan March May

WIG 1: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% of all students will show a minimum of one year's growth in math by May 22, 2019.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Master schedule will be created to protect Tier I, II, & III instruction. Students will not be pulled from Tier II for interventions or special programs.	Administration Interventionists			• Interventionists schedules • Master schedule • PLC minutes • Target Time groups	90% of our campus will make one year's growth in math.	Oct Jan March May
All students will receive Tier II instruction based on their academic need and progress with essential standards.	Administration			• Interventionists schedules • Master schedule • PLC minutes • Target Time groups	90% of our campus will make one year's growth in math.	Oct Jan March May
Target Time will take place 30 minutes twice per day (reading and math) in each grade level per day, minimum 4 days per week.	Administration Team Leads			• School Activity Calendar • Master Schedule • Target Time schedule	90% of our campus will make one year's growth in math.	Oct Jan March May
Teachers at all grade levels will engage in collaborative planning for all subjects.	Administration Team Leads			• Lesson plans • Unit plans • Grade level minutes	90% of our campus will make one year's growth in math.	Oct Jan March May
Teachers will share grade level standards & learning targets with parents via conferences, curriculum night documents, and weekly S'more newsletters. Newsletters will include learning targets, strong work samples, anchor charts, and videos, etc...	Administration Team Leads			• S'more Newsletters • Curriculum Night S'more • Email archives	90% of our campus will make one year's growth in math.	Oct Jan March May
New Teacher Academy will support new to Savannah teachers in their transition to the district.	Administration			• Powerpoints • Agendas • Sign in sheets	90% of our campus will make one year's growth in math.	Oct Jan March May
A PLC for special education & inclusion teachers will meet once a month to discuss name & need based on student data.	Administration SPED Team			• Agendas • PLC minutes • CFA data • Data charts	90% of our campus will make one year's growth in math.	Oct Jan March May

WIG 1: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% of all students will show a minimum of one year's growth in math by May 22, 2019.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Vertical teams will meet once a month with a focus on Math in Practice resource and best practices for math instruction with a focus on grade level essentials.	Administration Interventionists			• Powerpoints • Agendas • Sign in sheets • Walk through documentation • Classroom artifacts	90% of our campus will make one year's growth in math.	Oct Jan March May
The Co Teach model will be increased on campus. Special education teachers will work more closely with general education to increase the exposure of special education students' to general education curriculum.	Administration Special Education Teachers			• Master schedule • SPED schedule • Lesson plans	90% of our campus will make one year's growth in math.	Oct Jan March May
Teams will create primary numeracy groups for any student at-risk and provide minimum 3x/week intervention using PN.	Administrators Interventionist Teachers			• Group Tracker	90% of our campus will make one year's growth in math.	Oct Jan March May
Specific pathways will be created for students using Imagine Math based on student needs.	Administrators Interventionist Teachers			• Imagine Math reports	90% of our campus will make one year's growth in math.	Oct Jan March May
3rd, 4th, and 5th grade will take a benchmark for math in Nov and Jan created by interventionist. 3rd, 4th, and 5th grade will take one simulation about 6 weeks prior to STAAR testing dates.	Administrators Interventionist Teachers			• Data in Aware • Student reflection sheet • Students of Concern	90% of our campus will make one year's growth in math.	Oct Jan March May
A full time math interventionist will be used for intervention/coaching K-5th grade classrooms.	Administration Interventionist	1.0 FTE (SEC funds)		• Master Schedule • Students of Concern • Aware data	90% of our campus will make one year's growth in math.	Oct Jan March May

WIG 2: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 95% of all students will show a minimum of one year's growth in reading by May 22, 2019.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Within the workshop model, our campus will focus on consistency of small group instruction daily.	Administration Interventionists Coaches Curriculum			• Lesson Plans • Walk Through Documentation • Coaching Notes • T-TESS Goals	95% of our campus will make one year's growth in reading.	Oct Jan March May
Small groups will be pulled by formative & summative data sources.	Administration Interventionists Coaches Curriculum			• Lesson Plans • Walk Through Documentation • Coaching Notes • T-TESS Goals	95% of our campus will make one year's growth in reading.	Oct Jan March May
The Student Intervention Team will continue to provide support and training to teachers identifying appropriate MTSS strategies. Teachers will utilize the DMTSS protocols and resources created by the district DMTSS committee.	Administration MTSS team			• PLC schedule • PLC minutes & artifacts • Common Assessments • Students of Concern Spreadsheet	95% of our campus will make one year's growth in reading.	Oct Jan March May
Identify reading essential standards at each grade level. Create essential unit plans for reading.	Administration Interventionists			• Essential Standards Unit Plans	95% of our campus will make one year's growth in reading.	Oct Jan March May
Students will be able to identify their learning targets and monitor their progress based on strong & weak work samples.	Administration			• Walk through documentation • Learning walk documentation • Classroom artifacts	95% of our campus will make one year's growth in reading.	Oct Jan March May
Teachers will update Students of Concern spreadsheet prior to PLC meeting based on Universal, Supplemental, and Individualized concerns.	Administration Interventionists			• Students of Concern spreadsheet • Istation data • Imagine Math data • Common assessments	95% of our campus will make one year's growth in reading.	Oct Jan March May
Master schedule will be created to	Administration			• Master Schedule	95% of our campus will make one year's growth in reading.	Oct Jan

WIG 2: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 95% of all students will show a minimum of one year's growth in reading by May 22, 2019.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
protect Tier I, II, & III instruction. Students will not be pulled from Tier II for interventions or special programs.						March May
All students will receive Tier II instruction based on their academic need and progress with essential standards.	Administration Interventionists			● PLC Minutes ● PLC Agenda ● Target Time groups	95% of our campus will make one year's growth in reading.	Oct Jan March May
Target Time will take place 30 minutes twice per day (reading and math) in each grade level per day, minimum 4 days per week.	Administration			● Master Schedule	95% of our campus will make one year's growth in reading.	Oct Jan March May
Teacher at all grade levels will engage in collaborative planning for all subjects.	Administration Team Leads			● Lesson plans ● Unit plans ● Grade level minutes	95% of our campus will make one year's growth in reading.	Oct Jan March May
Teachers will share grade level standards & learning targets with parents via conferences, curriculum night documents, and weekly S'more newsletters. Newsletters will include learning targets, strong work samples, anchor charts, and videos, etc...	Administration Team Leads			● S'more Newsletters ● Parent Toolbox	95% of our campus will make one year's growth in reading.	Oct Jan March May
New Teacher Academy will support new to Savannah teachers in their transition to the district.	Administration			● Powerpoints ● Agendas ● Sign in sheets ● Savannah Binder	95% of our campus will make one year's growth in reading.	Oct Jan March May
A PLC for special education & inclusion teachers will meet once a month to discuss name & need based on student data.	Administration SPED Team			● Agendas ● PLC minutes ● CFA data ● Data charts	95% of our campus will make one year's growth in reading.	Oct Jan March May
Vertical teams will meet once a month	Administration			● Powerpoints ● Agendas	95% of our campus will make one year's growth in reading.	Oct Jan

WIG 2: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 95% of all students will show a minimum of one year's growth in reading by May 22, 2019.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
with a focus on Units of Study and best practices in reading instruction that support our identified essential standards.	Intervention			• Sign in sheets • Walk through documentation • Classroom artifacts		March May
All reading teachers will be trained in guided reading and conferring.	Administration Interventionists			• Powerpoints • Agendas • Sign in sheets • Walk through documentation • Classroom artifacts		Oct Jan March May
The Co Teach model will be increased on campus. Special education teachers will work more closely with general education to increase the exposure of special education students' to general education curriculum.	Administration Special Education Teachers			• Master schedule • SPED schedule • Lesson plans	95% of our campus will make one year's growth in reading.	Oct Jan March May
3rd, 4th, and 5th grade will take a benchmark for reading in Nov and Jan created by interventionist. 3rd, 4th, and 5th grade will take one simulation about 6 weeks prior to STAAR testing dates.	Administrators Interventionist Teachers			• Data in Aware • Student reflection sheet • Students of Concern	95% of our campus will make one year's growth in reading.	Oct Jan March May

WIG 3: Savannah Elementary will engage in transparent communication that produces a 15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The Savannah website will be updated regularly to ensure community members are informed of activities and events.	Webmaster			Website calendar	15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.	
Savannah will establish and maintain a social media presence that will be used to keep the community informed of current events and highlight the achievements of students and staff members.	Admin Secretary			Facebook Account Twitter Account	15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.	
A full time SRO will be present on our campus and will build relationships with parents and students. The SRO will publish school safety information regularly.	Admin DCFWPD			School Safety Newsletter SRO Schedule	15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.	
Savannah Elementary will host a grandparents picnic. All staff members will volunteer. This event will help build relationships with parents, students and community members	Picnic Committee Admin			Event Flyer Volunteer schedule Pictures Social Media posts	15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.	
Savannah Elementary teachers will host Curriculum Night. This night will inform parents of grade level essentials and ways they can support learning at home.	Curriculum Night Committee Admin			Event Flyer Attendance sheets Grade Level PPT and documents	15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.	
The Savannah Shout Out, an electronic newsletter, will be produced monthly.	Admin			Completed newsletters	15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.	
A Savannah PAC (Parent Advisory Committee)	Admin			Agendas	15% increase in the rating	

WIG 3: Savannah Elementary will engage in transparent communication that produces a 15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
will be formed in collaboration with PTA. This committee will help identify areas of concern and needed work, create an action plan and execute improvement activities.	PTA Board			Strategic Plan	"excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.	
The principal's report at PTA will regularly address hot topics in our building.	Admin PTA			Agendas PPT and supporting documents.	15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.	
A Google site, The Parent Toolbox, will be created to keep parents informed. Links to grade level newsletters and other important information will be sent to each home each Tuesday of the school year.	Admin Teachers			Completed website Completed Newsletters	15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.	
Mr. McWilliams and Mrs. Springer will periodically host Gator Gab w/Mac & Springer, a FB live show, that give parents an opportunity to ask questions and get important information.	Admin			Facebook Account	15% increase in the rating "excellent" (from 25% to 40%) and 15% increase in the rating of "good" (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.	

Texas Education Agency
2019 Closing the Gaps
SAVANNAH EL (061901119) - DENTON ISD

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	15	16	94%	33.3%	31.3
Growth Status	13	14	93%	55.6%	51.7
Student Success Status	10	12	83%	11.1%	9.2

Closing the Gaps Score — 92

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	Y	Y	Y	-	Y	Y	Y	Y	Y	Y	Y	Y	Y		
% at Meets GL Standard or Above	61%	48%	56%	66%	-	77%	0%	47%	43%	31%	34%	57%	60%	62%		
# at Meets GL Standard or Above	217	32	31	137	-	10	0	7	39	4	10	8	135	82		
Total Tests (Adjusted)	358	66	55	208	-	13	1	15	91	13	29	14	226	132		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	Y	Y	Y	-	Y	-	Y	Y	N	N	Y	Y	Y		
% at Meets GL Standard or Above	58%	40%	55%	66%	-	77%	0%	33%	42%	54%	17%	79%	62%	52%		
# at Meets GL Standard or Above	210	27	30	138	-	10	0	5	39	7	5	11	141	69		
Total Tests (Adjusted)	359	67	55	208	-	13	1	15	92	13	29	14	226	133		
Total Indicators															15	16
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	Y	Y	-	Y	Y	Y	N	Y	Y	Y	Y	Y		
Academic Growth Score	72	66	67	76	-	94	0	50	61	60	75	67	69	78		
Growth Points	176.0	28.5	26.0	109.0	-	8.5	0.0	4.0	35.5	6.0	18.0	6.0	104.5	71.5		
Total Tests	244	43	39	144	-	9	1	8	58	10	24	9	152	92		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	Y	Y	Y	-	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Academic Growth Score	81	77	82	83	-	89	0	63	84	80	77	94	81	81		
Growth Points	197.0	33.0	32.0	119.0	-	8.0	0.0	5.0	49.0	8.0	18.5	8.5	122.5	74.5		
Total Tests	244	43	39	144	-	9	1	8	58	10	24	9	152	92		
Total Indicators															13	14
Graduation Rate Status * **																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Texas Education Agency
2019 Closing the Gaps
SAVANNAH EL (061901119) - DENTON ISD

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
# Graduated	-	-	-	-	-	-	-	-	-	-	-					
Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										43%						
TELPAS Progress										9						
TELPAS Total										21						
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	Y	Y	Y	Y	-	N	-	N	Y	Y	Y	Y	Y	Y		
STAAR Component Score	56	42	51	61	-	69	0	53	43	42	34	65	56	55		
% at Approaches GL Standard or Above	85%	71%	82%	90%	-	94%	0%	87%	73%	74%	63%	92%	85%	84%		
% at Meets GL Standard or Above	55%	41%	48%	61%	-	69%	0%	47%	39%	34%	23%	68%	56%	53%		
% at Masters GL Standard	28%	15%	23%	33%	-	43%	0%	26%	17%	17%	16%	35%	28%	29%		
Total Tests	969	179	149	565	-	35	3	38	245	35	83	37	603	366		
Total Indicators															10	12
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Students meeting CCMR		-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR		-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students		-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

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Texas Education Agency
2019 Closing the Gaps
SAVANNAH EL (061901119) - DENTON ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	388	81	60	218	-	13	1	15	105	14	34	14	232	156		
Total Tests	388	81	60	218	-	13	1	15	105	14	34	14	232	156		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	389	82	60	218	-	13	1	15	106	14	34	14	232	157		
Total Tests	389	82	60	218	-	13	1	15	106	14	34	14	232	157		

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

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

Grade Level Essential Standards Documents
Learning Walks Data
AFL Progress
CFA data
Professional Learning Communities (Minutes)
Denton ISD Curriculum Documents

Campus Culture and Climate Survey

Findings/Analysis

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

Strengths...	Needs...
- Alignment due to essential standards - Use of a variety of diagnostic data sources - Primary Numeracy, iStation, Imagine Math, Blueprint, ELI, STAAR, CFAs, Report Card Assessments - Implementation of workshop model for reading and math - Implementation of Unit of Study for Reading and Writing - Implementation of Professional Learning Communities Model - Students of concern check lists - Response to Intervention practices - School - Wide interventions - Target Time - Istation and Imagine Math are two computer interventions used for supplemental intervention. - Istation ISIP is utilized monthly to assess students. - Imagine Math Benchmark is used three times a year to track student growth.	- Use of press assessments - Vertical Planning - Grade level assessment alignment (K-2) - Use of data protocols - Targeted professional development for new hires

Summary of Needs

Savannah Elementary School will utilize the Professional Learning Communities Model with fidelity. All meetings will focus on one or more of the four critical questions. Data protocols will be utilized to identify students of needs. Teams will write and administer common formative assessments. Best practices will be identified and duplicate across all grade levels. All CFA's in kindergarten through fifth grade will be entered into Aware. Vertical teams will meet once a month at the first staff meeting of

the month. Two mentors will be assigned to the teachers new to Savannah. They will meet once a month.

Comprehensive Needs Assessment

Demographics

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

> TEA Accountability Summary
> 2018-1029 Stoplight Data
> Overview of 2018 State Accountability System
> TEA Distinction Designation Summary
> Campus Culture and Climate Survey

Findings/Analysis

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

Strengths...	Needs...
●	●

Summary of Needs

Savannah Elementary will utilize all stakeholders in our Professional Learning Community as a supportive measure for new and seasoned staff members to improve the quality of our tier 1 instruction, increase student achievement and create an environment that will attract and maintain highly qualified staff.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey
Attendance sheets from school wide events

Findings/Analysis

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

Strengths...-	Needs -
● Power packs for students who need food over the weekend.	Savannah needs more opportunities for families to get involved such as Donuts with Grownups, Muffins with

- Abby's Closet - a non-profit organization that provides school supplies for students who are in need. - Helping Hands for Little Hearts - provides snacks on a consistent basis for our students - Watch Dogs - volunteer throughout the school day to support staff & students - PTA volunteer hours Community Partnerships: - Chick-Fil-A - Papa Murphy's - Menchies - Lifetouch	Mom, etc… Upon looking at data, it is discovered that the same people are volunteering. Recruitment of new volunteers is needed. Savannah needs to do a better job of advertising for student clubs/activities.

Summary of Needs

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

Savannah Elementary will increase the number of events hosted by school staff, such as Curriculum Night, Writing Celebrations (2x/year), and an increase of student particiaption weeks (Red Ribbon Week, Kindness Week, College/Career Week, etc…) We will create a Parent Toolbox (google site) to help keep parents informed on important information, such as student clubs & activities. Through this tool, we will try to increase our involvement of parents and recruit parents who are not typically on campus to volunteer.

Comprehensive Needs Assessment

School Context and Organization

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

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

Data Sources Reviewed

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

Administrative Staff Feedback
Demographics
TAPR
DRA Data
Istation Data
Primary Numeracy Data
Master Schedule

Findings/Analysis

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

Strengths...	Needs...
- The master schedule allows for tier 1, tier 2, and tier 3 intervention to happen with fidelity. - The master schedule has two built in intervention times, one for reading and one for math. - Savannah Elementary has a full time teaching staff. - Teacher leaders who help in the decision making of campus needs/action steps.	- Savannah Elementary needs two para professionals for Special Education inclusion. - We need an additional teacher or paraprofessional able to deliver LLI intervention to our K-2 students. - Full time math interventionist for K-5th grade. - Full time reading interventionist for K-5th grade. - Rework dismissal traffic patterns to address the volume of students dismissed from backside of building.

Summary of Needs

Savannah Elementary needs to full time interventionists in order to meet our students' needs in tier 3 intervention. The guiding coalition of teacher leaders need to address the traffic patterns for dismissal and develop a new plan to address the volume of students enrolled.

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey
TAPR
PTSA Feedback
Feedback Friday forms
Q12 survey

Findings/Analysis

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

Strengths...	Needs...
● Savannah Elementary has established and maintains a supportive PTSA which is involved in a number of campus level decisions as well as celebrations for teachers and staff. ● Hit a 3-year high of total engagement from 72% in 16-17 to 84% in 18-19. The committee credited the increase to clear communication, support for teachers, and collaboration. ● The staff felt like their voices were heard in the Feedback Friday google forms. ● 90% of our staff knows expectations. ● 87.5% of our staff is given the opportunity to learn and grow. ● Staff is committed to quality work. ● 7 of 12 Q12 indicators have grown from BOY to MOY assessment.	● Data indicates a teacher need for increased autonomy. ● Data indicates for increase of individualized praise & recognition. ● Data indicates more opportunities to build friendships at work. ● Data indicates referrals are at an all time high increasing from 55 in 17-18 to over 130 (March) in 18-19.

Summary of Needs

Savannah Elementary will be more intentional with individualized praise & recognition for teachers. To help build teacher autonomy, a guiding coalition will be created to increase teacher voice. Savannah will focus on tier 1 restorative practice to decrease the number of office referrals. There will be a focus on relationships in the classroom through a differentiated school wide book study.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

TEA Accountability Summary
Campus Culture and Climate Survey

Findings/Analysis

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

Strengths...	Needs...
● Retained 78% of the staff from 17 - 18 school year to 19 -19 School year ● Team leads and mentors work collaboratively to onboard and support new staff members. ● Marigolds & Mentees Mentor Program ● Mentors have adequate resources ● District provides meaningful professional development ● Numerous areas of engagement survey show 80% or higher ● Survey results show teachers are attending professional and willing share knowledge. ● Selection committees include teachers and other staff members. ● Rigorous selection process	● Increase retention of staff members ● Increasing areas of concern on staff engagement survey ● Utilize data and teacher input to choose future PD.

Summary of Needs

Savannah Elementary will work to become a collaborative school-wide team by continuing to support new teachers as well as veteran teachers on our campus. Teachers will have multiple opportunities to collaborate during the school day. Classroom behavior management strategies beyond restorative practices is needed. Training on teaching diverse populations and increased technology are identified needs as well.

Student Achievement

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

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

Data Sources Reviewed

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

TEA Accountability Summary
Overview of State Accountability System
TEA Distinction Designation Summary
Primary Numerous Data
ELI data
ISIP data
Imagine Math Data
Denton ISD Data Binder

Findings/Analysis

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

Strengths...	Needs...
● Student Achievement Domain increased from 82% to 85%. ● Academic Growth increased from 70% 76%. ● School progress domain incresed from 54% to 56%. ● Closing the Gap Domain increased from 88% to 92% ● Overall school score was 86 = B ● Accelerated Student progress in ELA was Q1 of our comparison group. ● Accelerated student progress in math was Q2 of our comparison group. ● LLI intervention groups ● Time for targeted instruction for both reading and math built into the master schedule. ● Master schedule that protects tier 1 instruction and guarantees intervention and enrichment in grade level essentials.	● The achievement gap between demographic groups ● Additional resources to provide appropriate interventions for all students. ● Additional PD and support to implement the inclusion model for special education students.

Summary of Needs

Teachers at Savannah Elementary need time provided to write CFAs and make appropriate instructional decisions. Additional interventionists that work with kids and serve as coaches for the teaching staff are needed. In addition, teachers would benefit from data protocols to assist with analyzing student data.

Comprehensive Needs Assessment

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey

Findings/Analysis

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

Strengths...	Needs...
- Every classroom has access to technology. - Majority of teachers utilize technology in their classrooms on a daily basis. - All teacher have been trained by the district to use bagic Google applications. - Access to GoGuardian - Istation and Imagine Math is utilized to assess student growth. 4-5 classrooms utilize Google Classroom for formative assessment data.	- Our technology ratio is not 1:1 - Some of our teachers utilize technology 2 or less days per week. - Training was not targeted for various grade levels/ratio differences across campuses and grade levels 42% of teachers want more PD - Lack of training of available applications. - Lack of training on available programs. - Imagine Math and STAAR simulation data not matching. - Istation reading level does not always match DRA reading level.

Summary of Needs

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

Savannah Elementary will continue to promote training in the programs that are offered for students. We will schedule a beginning of year training for Imagine Math and Istation. Technology will be a look for on administrative walkthroughs.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Savannah Elementary will utilize all stakeholders in our Professional Learning Community as a supportive measure for new and seasoned staff members to improve the quality of our tier 1 instruction, increase student achievement and create an environment that will attract and maintain highly qualified staff.

Student Achievement...

Teachers at Savannah Elementary need time provided to write CFAs and make appropriate instructional decisions. Additional interventionists that work with kids and serve as coaches for the teaching staff are needed. In addition, teachers would benefit from data protocols to assist with analyzing student data.

School Culture and Climate...

Savannah Elementary will be more intentional with individualized praise & recognition for teachers. To help build teacher autonomy, a guiding coalition will be created to increase teacher voice. Savannah will focus on tier 1 restorative practice to decrease the number of office referrals. There will be a focus on relationships in the classroom through a differentiated school wide book study.

Staff Quality, Recruitment and Retention...

Savannah Elementary will work to become a collaborative school-wide team by continuing to support new teachers as well as veteran teachers on our campus. Teachers will have multiple opportunities to collaborate during the school day. Classroom behavior management strategies beyond restorative practices is needed. Training on teaching diverse populations and increased technology are identified needs as well.

Curriculum, Instruction, and Assessment...

Savannah Elementary School will utilize the Professional Learning Communities Model with fidelity. All meetings will focus on one or more of the four critical questions. Data protocols will be utilized to identify students of needs. Teams will write and administer common formative assessments. Best practices will be identified and duplicate across all grade levels. All CFA's in kindergarten through fifth grade will be entered into Aware. Vertical teams will meet once a month at the first staff meeting of the month. Two mentors will be assigned to the teachers new to Savannah. They will meet once a month.

Family and Community Involvement...

Savannah Elementary will increase the number of events hosted by school staff, such as Curriculum Night, Writing Celebrations (2x/year), and an increase of student participation weeks (Red Ribbon Week, Kindness Week, College/Career Week, etc…) We will create a Parent Toolbox (google site) to help keep parents informed on important information, such as student clubs & activities. Through this tool, we will try to increase our involvement of parents and recruit parents who are not typically on campus to volunteer.

School Context and Organization...

Savannah Elementary needs to full time interventionists in order to meet our students' needs in tier 3 intervention. The guiding coalition of teacher leaders need to address the traffic patterns for dismissal and develop a new plan to address the volume of students enrolled.

Technology...

Savannah Elementary will continue to promote training in the programs that are offered for students. We will schedule a beginning of year training for Imagine Math and Istation. Technology will be a look for on administrative walkthroughs.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Corey Anderson
Teacher	Wendy Benne
Teacher	Erin Ashcraft
Teacher	Sam Weir
Teacher	Chad Cummings
Teacher	Jessica Hawkins
Teacher	Anna Grace Ledbetter
Campus-Based Nonteaching Professional	Kristina Nichols
Campus-Based Para or Operations Staff Rep	Christy Beerley
District-Level Professional	Jennifer Hood
Parent Rep	Rachel Hathway
Parent Rep	Mike Williams
Community Rep	
Community Rep	Eric Olson
Business Rep	Linda Jansen (Lifetouch)
Business Rep	

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

Date	Time	Location
October 14	3:30 PM	Savannah Library
January 14	3:30 PM	Savannah Library
March 23	3:30 PM	Savannah Library
May 18	3:30 PM	Savannah Library

Union Park Elementary School

Campus Improvement Plan 2019-20

Table of Contents

Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

School Vision

School Values

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
WIG 1: Establish and cultivate a school culture and climate that celebrates staff and students on their successes as evidenced by feedback surveys, increase in office referrals, and an overall positive community.						
Provide a Pioneer Pal to each staff member.	All staff			The intentional activities that are planned to build relationships and make connections.	A positive environment where we can be vulnerable and take risks.	School Culture Survey
Regularly planned Pastries with the Principals.	All staff			Flexible times to sit and "chat" with the principals about non-academic topics.	Surveys from teachers	
Provide leadership opportunities and clubs to our students in the form of Safety Patrol, fine arts clubs, robotics and coding clubs and broadcast club.	Teachers Students			Schedules for clubs	Increase in student participation	Student surveys
Establish a Sunshine Committee to celebrate as a staff.	All staff			Activities calendar that involves all staff	Time to come together as a group	Staff surveys

WIG 2: Establish systems to monitor student progress on formatives, common assessments and benchmark assessments and provide support in order to see one year's growth on student results as evidences by STAAR results.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Extended PLC schedule to provide time for teams to come together and look at common assessments, data, have conversations about student progress	Teachers admin support staff			DMTSS forms Common assessments Fluid intervention groups	Progress of students as evidenced by the assessment results	Placing students in groups and considering all Tiers to provide support
W.I.N Time for students that are identified as at-risk and requiring additional support	Support staff Teachers			DMTSS forms Common assessments Fluid intervention groups	Progress of students as evidenced by the assessment results	Placing students in groups and considering all Tiers to provide support
Revisiting and discussing the Progress Forms as a PLC	Admin Teachers Support			Progress Monitoring Form	Progress of students as evidenced by the assessment results	Placing students in groups and considering all Tiers to provide support
Provide professional development on the workshop model to strengthen the knowledge of teachers.	Admin Support staff			Walk-through forms	Increase in reading and comprehension of students and math fluency.	Yearly screeners Istation Imagine Math

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Melissa Beltran
Teacher	Kate Szyszko
Teacher	Victoria Lackey
Teacher	Ashley Holmes
Teacher	Rachel Archer
Teacher	Victoria Serna
Teacher	Jeni Bridges
Campus-Based Nonteaching Professional	Maria Melendres
Campus-Based Para or Operations Staff Rep	Ivonne Ugljevarevic
District-Level Professional	
Parent Rep	
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
10-30-19	3:30	Library
12-11-19	3:30	Library
2-12-19	3:30	Library
4-22-19	3:30	Library