



INDEPENDENT SCHOOL DISTRICT

2013-14 DISTRICT IMPROVEMENT PLAN

District Goals

... in pursuit of
excellence ...



Denton Independent
School District

1307 N. Locust Street
Denton, Texas 76201
(940) 369-0000

Dr. Ray Braswell, Superintendent

Board of Trustees

Mia Price, President

Glenna G. Harris, M.D.,
Vice-President

Dr. Rudy Rodriguez, Secretary

Dr. Jim Alexander

Dr. Curtis Ramsey, Member

Dr. Jeanetta Smith, Member

Charles Stafford, Member

District Goals Adopted
May 10, 2011

Mission Statement ... in pursuit of excellence ...

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

I. Vision ...

In pursuit of excellence, the district will:

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

IV. Parent and Community Involvement...

In pursuit of excellence, the district will:

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

II. Teaching & Learning...

In pursuit of excellence, the district will:

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

V. Human Resources...

In pursuit of excellence, the district will:

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

VI. Growth, Change & Fiscal Responsibility...

In pursuit of excellence, the district will:

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

2012-13 Texas Academic Performance Report

District Name: **DENTON ISD**

District Number: **061901**

2013 Accountability Rating: **Met Standard**

District Name: DENTON ISD
 County Name: DENTON
 District Number: 061901

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above Grade 3														
Reading	2013	81%	83%	87%	76%	78%	91%	100%	100%	*	92%	71%	76%	45%
	2012	78%	81%	86%	74%	80%	89%	79%	100%	*	100%	69%	74%	67%
Mathematics	2013	70%	71%	76%	56%	68%	81%	100%	93%	*	81%	62%	61%	64%
	2012	69%	71%	74%	53%	63%	79%	93%	100%	*	100%	59%	61%	33%
STAAR Percent at Phase-in 1 Level II or Above Grade 4														
Reading	2013	72%	75%	80%	60%	70%	88%	73%	90%	*	87%	64%	67%	59%
	2012	77%	79%	84%	78%	74%	90%	73%	98%	*	85%	64%	73%	63%
Mathematics	2013	69%	69%	70%	50%	60%	79%	73%	95%	*	74%	55%	56%	53%
	2012	69%	70%	72%	53%	65%	79%	53%	95%	*	65%	46%	59%	57%
Writing	2013	70%	72%	77%	65%	70%	83%	64%	90%	*	96%	61%	65%	62%
	2012	72%	74%	78%	74%	69%	83%	80%	98%	*	81%	58%	66%	59%
STAAR Percent at Phase-in 1 Level II or Above Grade 5														
Reading	2013	77%	80%	87%	78%	81%	92%	83%	94%	*	86%	74%	79%	71%
	2012	78%	80%	87%	78%	77%	93%	91%	100%	*	89%	74%	76%	64%
Mathematics	2013	74%	75%	81%	67%	75%	88%	75%	91%	*	79%	63%	72%	71%
	2012	78%	79%	83%	67%	78%	87%	91%	100%	*	100%	68%	74%	70%
Science	2013	73%	74%	79%	65%	68%	88%	50%	94%	*	92%	54%	67%	53%
	2012	73%	75%	79%	62%	68%	88%	91%	91%	*	89%	59%	68%	48%
STAAR Percent at Phase-in 1 Level II or Above Grade 6														
Reading	2013	72%	77%	82%	77%	72%	88%	91%	96%	*	88%	62%	73%	56%
	2012	76%	81%	83%	75%	71%	91%	91%	90%	-	-	59%	71%	51%
Mathematics	2013	74%	76%	81%	63%	73%	89%	100%	96%	*	88%	60%	71%	60%
	2012	77%	81%	84%	73%	78%	90%	92%	86%	-	-	61%	76%	68%

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Texas Academic Performance Report
2012-13 District Performance

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
Grade 7														
Reading	2013	78%	82%	86%	75%	79%	92%	90%	90%	-	100%	53%	77%	63%
	2012	77%	81%	84%	79%	74%	90%	82%	89%	-	90%	55%	74%	46%
Mathematics	2013	72%	72%	81%	68%	75%	87%	80%	89%	-	73%	52%	69%	61%
	2012	71%	73%	82%	67%	75%	88%	88%	87%	-	80%	65%	72%	59%
Writing	2013	71%	75%	78%	71%	67%	85%	80%	94%	-	73%	50%	63%	42%
	2012	73%	76%	78%	73%	66%	85%	71%	87%	-	100%	52%	64%	42%
STAAR Percent at Phase-in 1 Level II or Above														
Grade 8														
Reading	2013	83%	86%	88%	85%	80%	94%	83%	89%	*	100%	61%	81%	57%
	2012	81%	84%	86%	72%	75%	95%	89%	94%	*	89%	59%	73%	46%
Mathematics	2013	76%	79%	84%	76%	79%	90%	83%	81%	*	92%	61%	76%	66%
	2012	73%	77%	81%	65%	74%	90%	75%	100%	*	77%	55%	73%	52%
Science	2013	75%	79%	82%	71%	68%	91%	94%	80%	*	90%	56%	68%	43%
	2012	71%	75%	77%	61%	59%	90%	100%	88%	*	79%	51%	60%	27%
Social Studies	2013	64%	69%	71%	63%	54%	81%	88%	80%	*	80%	44%	56%	26%
	2012	61%	66%	73%	59%	51%	87%	67%	94%	*	82%	52%	52%	18%
STAAR Percent at Phase-in 1 Level II or Above														
End of Course														
ELA Reading I	2013	69%	73%	71%	58%	57%	84%	65%	90%	*	*	50%	56%	33%
ELA Reading II	2013	79%	83%	80%	73%	68%	87%	100%	96%	*	*	45%	68%	38%
ELA Reading III	2013	83%	91%	79%	*	100%	*	-	*	-	-	82%	67%	*
Algebra I	2013	78%	81%	80%	71%	71%	88%	63%	98%	*	*	46%	69%	51%
Geometry	2013	85%	87%	83%	71%	77%	90%	88%	93%	*	*	39%	74%	55%

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STAAR Percent at Phase-in 1 Level II or Above End of Course														
Algebra II	2013	97%	99%	97%	86%	97%	98%	*	100%	-	-	*	97%	*
ELA Writing I	2013	55%	60%	60%	47%	45%	73%	67%	87%	*	*	29%	45%	23%
ELA Writing II	2013	55%	59%	59%	43%	46%	69%	*	79%	*	*	37%	44%	18%
ELA Writing III	2013	75%	79%	56%	*	*	*	-	*	-	-	*	*	-
Biology	2013	84%	87%	86%	79%	76%	95%	83%	100%	*	*	55%	76%	61%
Chemistry	2013	84%	86%	79%	72%	70%	86%	75%	93%	*	*	32%	68%	45%
Physics	2013	82%	91%	97%	*	100%	100%	*	100%	-	-	*	100%	*
World Geography	2013	75%	79%	78%	61%	66%	91%	67%	95%	*	*	47%	65%	40%
World History	2013	71%	75%	70%	55%	52%	82%	89%	96%	*	*	34%	53%	17%
U.S. History	2013	72%	73%	62%	*	86%	56%	-	*	-	-	73%	60%	*
TAKS Met Standard TAKS Grade 11														
English Language Arts	2013	95%	96%	96%	94%	94%	98%	95%	100%	-	96%	69%	94%	85%
	2012	94%	95%	94%	89%	91%	97%	100%	96%	*	-	58%	90%	83%
Mathematics	2013	89%	90%	90%	81%	88%	93%	95%	95%	-	96%	47%	85%	72%
	2012	91%	92%	91%	83%	87%	95%	88%	100%	*	-	54%	84%	74%
Science	2013	95%	96%	95%	94%	92%	97%	100%	100%	-	96%	61%	91%	79%
	2012	93%	94%	92%	89%	86%	97%	94%	96%	*	-	56%	85%	69%
Social Studies	2013	98%	98%	98%	97%	97%	99%	100%	100%	-	100%	76%	97%	93%
	2012	98%	98%	98%	95%	96%	99%	100%	96%	*	-	78%	96%	92%
STAAR Percent at Phase-in 1 Level II or Above All Grades														
All Subjects	2013	77%	80%	81%	70%	72%	88%	85%	94%	95%	86%	57%	70%	55%
	2012	77%	80%	82%	71%	72%	89%	84%	94%	97%	81%	57%	70%	54%

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
Reading	2013	80%	83%	85%	76%	77%	91%	89%	95%	92%	91%	65%	75%	60%
	2012	79%	82%	84%	76%	75%	91%	85%	95%	100%	86%	61%	73%	56%
Mathematics	2013	79%	81%	83%	70%	77%	88%	88%	95%	100%	84%	60%	73%	64%
	2012	77%	79%	81%	67%	75%	87%	81%	95%	91%	76%	57%	71%	61%
Writing	2013	63%	66%	68%	56%	56%	78%	66%	88%	*	71%	45%	54%	40%
	2012	67%	71%	74%	65%	62%	81%	74%	93%	*	82%	49%	59%	45%
Science	2013	82%	84%	84%	75%	74%	91%	85%	93%	100%	88%	53%	73%	55%
	2012	80%	83%	84%	73%	73%	92%	91%	93%	100%	83%	55%	71%	48%
Social Studies	2013	76%	80%	79%	67%	67%	88%	86%	92%	*	89%	49%	66%	39%
	2012	79%	82%	83%	74%	72%	91%	89%	95%	100%	81%	59%	70%	46%
STAAR Percent at Final Level II or Above														
All Grades														
All Subjects	2013	35%	38%	39%	24%	26%	48%	36%	61%	61%	37%	25%	25%	14%
	2012	33%	36%	39%	25%	26%	47%	34%	63%	45%	40%	22%	25%	12%
Reading	2013	41%	45%	47%	33%	33%	57%	44%	66%	58%	46%	30%	32%	17%
	2012	38%	42%	46%	33%	31%	55%	37%	66%	45%	52%	26%	30%	14%
Mathematics	2013	34%	36%	38%	22%	27%	45%	39%	65%	50%	36%	28%	25%	17%
	2012	33%	35%	37%	21%	26%	44%	38%	64%	45%	36%	23%	24%	15%
Writing	2013	32%	36%	38%	23%	25%	49%	30%	64%	*	45%	25%	24%	12%
	2012	34%	38%	41%	29%	29%	49%	36%	66%	*	36%	25%	25%	14%
Science	2013	33%	36%	35%	20%	22%	45%	31%	56%	83%	32%	16%	22%	9%
	2012	29%	32%	33%	21%	19%	42%	27%	57%	50%	39%	16%	20%	7%
Social Studies	2013	26%	30%	29%	15%	17%	39%	23%	47%	*	11%	13%	16%	4%
	2012	23%	27%	30%	18%	18%	38%	20%	57%	20%	25%	13%	17%	3%

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Level III Advanced														
All Grades														
All Subjects	2013	13%	14%	14%	6%	7%	19%	10%	31%	26%	18%	5%	7%	2%
	2012	12%	13%	14%	7%	7%	19%	13%	35%	18%	12%	4%	6%	2%
Reading	2013	17%	19%	21%	10%	11%	28%	17%	39%	42%	25%	6%	11%	3%
	2012	15%	17%	20%	11%	10%	26%	19%	36%	9%	22%	5%	9%	3%
Mathematics	2013	15%	16%	15%	6%	9%	19%	15%	39%	25%	18%	5%	8%	3%
	2012	14%	15%	14%	6%	7%	18%	14%	42%	27%	8%	4%	6%	3%
Writing	2013	4%	5%	5%	2%	3%	8%	0%	13%	*	7%	5%	2%	1%
	2012	6%	7%	7%	3%	3%	8%	10%	24%	*	5%	4%	3%	1%
Science	2013	10%	11%	10%	3%	4%	14%	5%	23%	33%	15%	4%	4%	1%
	2012	9%	10%	9%	3%	4%	13%	2%	29%	25%	7%	4%	4%	1%
Social Studies	2013	9%	11%	11%	5%	5%	15%	3%	22%	*	7%	3%	5%	1%
	2012	9%	11%	13%	5%	6%	18%	11%	33%	20%	11%	3%	5%	0%
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2013	62%	63%	63%	55%	59%	65%	66%	73%	86%	63%	51%	n/a	60%
Mathematics	2013	59%	59%	60%	57%	56%	61%	58%	71%	71%	66%	53%	n/a	53%
Writing	2013	45%	44%	42%	39%	46%	41%	*	39%	*	*	51%	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2013	15%	16%	16%	12%	13%	17%	15%	22%	29%	23%	14%	n/a	13%
Mathematics	2013	16%	16%	16%	12%	13%	18%	12%	28%	43%	24%	14%	n/a	18%
Writing	2013	1%	1%	1%	0%	1%	1%	*	11%	*	*	1%	n/a	-

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2013	43%	44%	53%	49%	51%	59%	60%	57%	-	*	55%	50%	48%
Mathematics	2013	46%	46%	54%	47%	48%	62%	67%	61%	*	58%	55%	47%	45%
Progress of Prior Year TAKS Failers (Percent of Failers Passing TAKS)														
Grade 11														
English Language Arts	2013	63%	63%	63%	73%	59%	64%	*	-	-	-	45%	67%	73%
Mathematics	2013	64%	65%	69%	59%	72%	71%	*	*	-	78%	42%	69%	65%
TAKS Exit-Level Cumulative Pass Rate														
Grade 11														
Class of 2013		94%	94%	93%	89%	89%	97%	90%	94%	*	-	57%	88%	78%
Class of 2012		93%	94%	93%	92%	89%	96%	94%	95%	*	-	64%	88%	71%
Student Success Initiative														
Grade 5 Reading														
Students Requiring Accelerated Instruction														
	2013	23%	20%	13%	22%	19%	8%	17%	6%	*	14%	26%	21%	29%
STAAR Cumulative Met Standard														
	2013	87%	89%	95%	90%	92%	97%	90%	100%	*	96%	90%	91%	87%
Grade 5 Mathematics														
Students Requiring Accelerated Instruction														
	2013	26%	25%	19%	33%	25%	12%	25%	9%	*	21%	37%	28%	29%
STAAR Cumulative Met Standard														
	2013	88%	88%	93%	81%	91%	96%	100%	100%	*	96%	84%	88%	87%
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2013	17%	14%	12%	15%	20%	6%	17%	11%	*	0%	39%	19%	43%
STAAR Cumulative Met Standard														
	2013	90%	92%	94%	90%	88%	97%	100%	92%	*	100%	76%	88%	72%

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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Mathematics													
Students Requiring Accelerated Instruction													
2013	24%	21%	16%	24%	21%	10%	17%	19%	*	8%	39%	24%	34%
STAAR Cumulative Met Standard													
2013	86%	88%	93%	88%	90%	96%	94%	97%	*	100%	81%	87%	81%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in 1 Level II or Above															
All Grades															
All Subjects	2013	77%	80%	81%	67%	65%	-	82%	-	51%	64%	50%	62%	55%	55%
Reading	2013	80%	83%	85%	72%	70%	-	97%	-	56%	69%	54%	66%	60%	60%
Mathematics	2013	79%	81%	83%	68%	68%	-	73%	-	62%	65%	62%	85%	64%	64%
Writing	2013	63%	66%	68%	64%	64%	-	64%	-	30%	59%	27%	52%	40%	40%
Science	2013	82%	84%	84%	54%	50%	-	84%	-	55%	56%	55%	58%	55%	55%
Social Studies	2013	76%	80%	79%	-	-	-	-	-	39%	-	39%	*	39%	39%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2013	43%	44%	53%	46%	46%	-	*	-	49%	49%	49%	*	48%	48%
Mathematics	2013	46%	46%	54%	38%	38%	-	33%	-	49%	45%	50%	*	45%	45%
Progress of Prior Year TAKS Failers (Percent of Failers Passing TAKS)															
Grade 11															
English Language Arts	2013	63%	63%	63%	-	-	-	-	-	-	-	-	*	-	73%
Mathematics	2013	64%	65%	69%	-	-	-	-	-	-	-	-	-	-	65%
Student Success Initiative															
Grade 5 Reading															
Students Requiring Accelerated Instruction															
	2013	23%	20%	13%	30%	33%	-	5%	*	27%	29%	11%	50%	29%	29%
STAAR Cumulative Met Standard															
	2013	87%	89%	95%	86%	84%	-	100%	-	93%	92%	100%	*	88%	87%
Grade 5 Mathematics															
Students Requiring Accelerated Instruction															
	2013	26%	25%	19%	26%	28%	-	5%	*	37%	36%	44%	33%	29%	29%
STAAR Cumulative Met Standard															
	2013	88%	88%	93%	86%	85%	-	95%	-	91%	94%	71%	*	88%	87%
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2013	17%	14%	12%	-	-	-	-	-	43%	*	42%	*	43%	43%
STAAR Cumulative Met Standard															
	2013	90%	92%	94%	-	-	-	-	-	72%	-	72%	-	72%	72%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2013	24%	21%	16%	-	-	-	-	-	33%	*	32%	*	33%	34%
STAAR Cumulative Met Standard															
	2013	86%	88%	93%	-	-	-	-	-	81%	-	81%	-	81%	81%

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 County Name: DENTON
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	100%	99%	99%	99%	100%	100%	99%	99%	99%	100%
Included in Accountability	92%	92%	94%	93%	90%	96%	92%	89%	84%	81%	92%	90%	78%
Not Included in Accountability													
Mobile	4%	4%	4%	6%	3%	3%	4%	5%	0%	17%	5%	5%	4%
Other Exclusions	3%	3%	2%	0%	6%	0%	3%	5%	16%	0%	2%	4%	18%
Not Tested	1%	1%	1%	0%	1%	1%	1%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	1%	0%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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District Name: DENTON ISD

County Name: DENTON

District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2011-12	95.9%	95.9%	96.3%	96.4%	96.3%	96.1%	95.9%	97.7%	96.3%	95.6%	95.5%	95.9%	96.8%
2010-11	95.7%	95.9%	96.3%	96.5%	96.3%	96.1%	96.0%	97.7%	96.6%	95.9%	95.5%	95.9%	96.9%
Annual Dropout Rate (Gr 7-8)													
2011-12	0.3%	0.3%	0.4%	0.8%	0.5%	0.3%	0.0%	2.2%	*	0.0%	1.3%	0.9%	0.8%
2010-11	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.2%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2011-12	2.4%	2.5%	0.7%	0.9%	0.9%	0.4%	1.5%	0.0%	*	0.8%	1.2%	1.0%	1.1%
2010-11	2.4%	2.0%	0.5%	0.9%	0.6%	0.4%	0.0%	0.0%	0.0%	1.0%	0.8%	0.7%	0.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	87.7%	87.6%	94.5%	95.7%	91.8%	95.3%	100.0%	100.0%	*	100.0%	86.2%	92.0%	87.7%
Received GED	1.0%	1.0%	0.6%	0.6%	0.5%	0.6%	0.0%	0.0%	*	0.0%	1.7%	0.2%	0.0%
Continued HS	5.0%	5.1%	2.6%	1.9%	4.0%	2.3%	0.0%	0.0%	*	0.0%	9.5%	3.9%	3.1%
Dropped Out	6.3%	6.3%	2.3%	1.9%	3.7%	1.8%	0.0%	0.0%	*	0.0%	2.6%	3.9%	9.2%
Graduates and GED	88.7%	88.6%	95.1%	96.3%	92.3%	95.9%	100.0%	100.0%	*	100.0%	87.9%	92.2%	87.7%
Grads, GED, & Cont	93.7%	93.7%	97.7%	98.1%	96.3%	98.2%	100.0%	100.0%	*	100.0%	97.4%	96.1%	90.8%
Class of 2011													
Graduated	85.9%	86.6%	96.0%	94.4%	94.5%	96.9%	100.0%	100.0%	*	92.3%	90.2%	93.4%	95.2%
Received GED	1.1%	1.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	6.2%	6.2%	2.6%	2.2%	3.6%	2.3%	0.0%	0.0%	*	0.0%	9.0%	4.3%	3.6%
Dropped Out	6.8%	6.2%	1.4%	3.4%	1.9%	0.6%	0.0%	0.0%	*	7.7%	0.8%	2.4%	1.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2011													
Graduated	89.1%	89.9%	97.7%	95.5%	97.0%	98.7%	100.0%	100.0%	*	92.3%	94.4%	96.8%	97.6%
Received GED	1.4%	1.3%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.6%	1.5%	0.5%	0.6%	0.8%	0.4%	0.0%	0.0%	*	0.0%	4.8%	0.6%	1.2%
Dropped Out	7.9%	7.2%	1.6%	3.9%	2.2%	0.6%	0.0%	0.0%	*	7.7%	0.8%	2.6%	1.2%
Graduates and GED	90.5%	91.3%	97.9%	95.5%	97.0%	99.0%	100.0%	100.0%	*	92.3%	94.4%	96.8%	97.6%
Grads, GED, & Cont	92.1%	92.8%	98.4%	96.1%	97.8%	99.4%	100.0%	100.0%	*	92.3%	99.2%	97.4%	98.8%
Class of 2010 (without exclusions)													
Graduated	88.0%	89.3%	97.3%	95.7%	95.1%	98.6%	100.0%	n/a	n/a	n/a	90.5%	96.6%	92.5%
Received GED	1.6%	1.5%	0.1%	0.0%	0.0%	0.2%	0.0%	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	1.8%	1.9%	1.4%	3.1%	2.6%	0.5%	0.0%	n/a	n/a	n/a	7.6%	1.7%	4.5%
Dropped Out	8.6%	7.4%	1.2%	1.2%	2.3%	0.8%	0.0%	n/a	n/a	n/a	1.9%	1.7%	3.0%
6-Year Extended Longitudinal Rate Without Exclusions (Gr 9-12)													
Class of 2010													
Graduated	88.7%	90.0%	98.1%	97.5%	97.1%	98.6%	100.0%	n/a	n/a	n/a	96.1%	96.8%	95.4%
Received GED	1.9%	1.7%	0.1%	0.0%	0.0%	0.2%	0.0%	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	0.7%	0.7%	0.4%	1.3%	0.3%	0.3%	0.0%	n/a	n/a	n/a	2.0%	1.1%	0.0%
Dropped Out	8.7%	7.5%	1.4%	1.3%	2.6%	0.9%	0.0%	n/a	n/a	n/a	2.0%	2.0%	4.6%
Graduates and GED	90.6%	91.7%	98.2%	97.5%	97.1%	98.8%	100.0%	n/a	n/a	n/a	96.1%	96.8%	95.4%
Grads, GED, & Cont	91.3%	92.5%	98.6%	98.7%	97.4%	99.1%	100.0%	n/a	n/a	n/a	98.0%	98.0%	95.4%

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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2012	87.7%	87.6%	93.1%	94.0%	89.2%	94.7%	100.0%	97.6%	*	100.0%	85.5%	90.5%	83.8%
Class of 2011	85.9%	86.6%	95.2%	94.4%	92.5%	96.7%	100.0%	100.0%	*	92.3%	90.2%	93.2%	90.8%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2011	89.1%	89.9%	97.3%	95.0%	95.6%	98.7%	100.0%	100.0%	*	92.3%	94.4%	96.6%	95.2%
Class of 2010	88.0%	89.3%	97.3%	95.7%	95.1%	98.6%	100.0%	n/a	n/a	n/a	90.5%	96.6%	92.5%
RHSP/DAP Graduates													
Class of 2012	80.5%	79.8%	88.8%	83.9%	85.8%	91.2%	86.7%	95.0%	-	100.0%	37.1%	83.3%	74.6%
Class of 2011	80.1%	79.4%	86.8%	83.2%	84.3%	88.5%	92.3%	93.8%	*	100.0%	30.4%	81.1%	78.7%
Advanced Course/Dual Enrollment Completion													
2011-12	30.6%	31.3%	32.9%	28.4%	22.6%	38.9%	41.5%	54.4%	*	37.4%	4.3%	21.2%	10.9%
2010-11	30.3%	31.1%	33.7%	26.3%	24.1%	40.0%	38.5%	56.3%	40.0%	34.1%	7.3%	22.6%	15.6%
Texas Success Initiative (TSI) - Higher Education Readiness Component													
English Language Arts													
2013	65%	67%	66%	59%	56%	73%	78%	76%	-	53%	11%	55%	24%
2012	61%	65%	58%	49%	50%	65%	59%	63%	*	-	15%	47%	23%
Mathematics													
2013	66%	67%	65%	47%	53%	73%	82%	88%	-	73%	14%	51%	24%
2012	73%	75%	72%	56%	63%	80%	76%	86%	*	-	10%	59%	35%
College-Ready Graduates													
English Language Arts													
Class of 2012	69%	73%	76%	68%	65%	84%	54%	85%	-	92%	26%	66%	27%
Class of 2011	64%	68%	66%	58%	54%	73%	77%	66%	*	92%	30%	53%	25%
Mathematics													
Class of 2012	70%	71%	68%	51%	57%	78%	69%	85%	-	69%	12%	56%	35%
Class of 2011	67%	70%	69%	54%	52%	79%	62%	88%	*	92%	13%	54%	28%
Both Subjects													
Class of 2012	57%	59%	59%	43%	46%	69%	38%	74%	-	62%	6%	45%	18%
Class of 2011	52%	56%	53%	41%	35%	63%	62%	59%	*	92%	7%	38%	12%
AP/IB Results													
Tested													
2012	21.9%	22.8%	21.5%	10.3%	12.5%	28.2%	14.3%	50.0%	*	31.3%	n/a	9.6%	n/a
Examinees >= Criterion													
2012	50.8%	57.4%	57.0%	33.3%	55.7%	59.0%	20.0%	66.7%	*	60.0%	n/a	51.5%	n/a
2011	49.3%	56.6%	51.0%	42.6%	44.9%	53.3%	50.0%	54.1%	-	58.3%	n/a	n/a	n/a
SAT/ACT Results													
Tested													
Class of 2012	66.9%	65.9%	67.9%	78.0%	46.8%	74.9%	80.0%	95.0%	-	76.9%	n/a	54.9%	n/a
Class of 2011	68.9%	70.4%	73.5%	93.1%	54.5%	77.2%	83.3%	100.0%	*	75.0%	n/a	n/a	n/a

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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
At/Above Criterion													
Class of 2012	24.9%	32.4%	29.3%	6.1%	14.3%	39.2%	16.7%	52.6%	-	50.0%	n/a	13.2%	n/a
Class of 2011	25.7%	32.9%	28.8%	14.1%	12.0%	38.2%	30.0%	32.3%	*	66.7%	n/a	n/a	n/a
Average SAT Score													
Class of 2012	1422	1481	1470	1293	1368	1542	1454	1546	-	1624	n/a	1339	n/a
Average ACT Score													
Class of 2012	20.5	21.9	20.7	17.3	19.4	22.0	20.8	23.8	-	24.8	n/a	18.2	n/a
Class of 2011	20.5	21.9	21.1	19.1	18.5	22.7	*	22.5	-	23.7	n/a	n/a	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2010-11	58.3%	57.9%	57.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2010-11	66.1%	70.2%	67.4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Students:	25,714	100.0%	5,058,939	100.0%
Students by Grade:				
Early Childhood Education	120	0.5%	13,416	0.3%
Pre-Kindergarten	833	3.2%	226,772	4.5%
Kindergarten	2,121	8.2%	390,300	7.7%
Grade 1	2,162	8.4%	396,661	7.8%
Grade 2	2,052	8.0%	388,982	7.7%
Grade 3	2,065	8.0%	382,780	7.6%
Grade 4	2,108	8.2%	378,526	7.5%
Grade 5	2,059	8.0%	376,252	7.4%
Grade 6	1,929	7.5%	380,055	7.5%
Grade 7	1,887	7.3%	377,084	7.5%
Grade 8	1,767	6.9%	366,690	7.2%
Grade 9	1,819	7.1%	402,264	8.0%
Grade 10	1,769	6.9%	350,372	6.9%
Grade 11	1,609	6.3%	327,540	6.5%
Grade 12	1,414	5.5%	301,245	6.0%
Ethnic Distribution:				
African American	3,082	12.0%	644,357	12.7%
Hispanic	8,032	31.2%	2,597,524	51.3%
White	13,266	51.6%	1,515,859	30.0%
American Indian	223	0.9%	21,716	0.4%
Asian	655	2.5%	183,395	3.6%
Pacific Islander	28	0.1%	6,618	0.1%
Two or More Races	428	1.7%	89,470	1.8%
Economically Disadvantaged	11,062	43.0%	3,054,741	60.4%
Non-Educationally Disadvantaged	14,652	57.0%	2,004,198	39.6%
English Language Learners (ELL)	3,695	14.4%	863,974	17.1%
Students w/ Disciplinary Placements (2011-2012)	395	1.5%	87,292	1.7%
At-Risk	8,387	32.6%	2,260,864	44.7%
Graduates (Class of 2012):				
Total Graduates	1,228	100.0%	292,636	100.0%
By Ethnicity (incl. Special Ed.):				
African American	168	13.7%	38,213	13.1%
Hispanic	359	29.2%	131,106	44.8%
White	633	51.5%	105,767	36.1%
American Indian	15	1.2%	1,427	0.5%
Asian	40	3.3%	10,871	3.7%
Pacific Islander	0	0.0%	396	0.1%
Two or More Races	13	1.1%	4,856	1.7%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	138	11.2%	57,010	19.5%
Recommended H.S. Program/DAP	1,090	88.8%	235,626	80.5%
Special Education Graduates	97	7.9%	25,213	8.6%

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<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	1.5%	2.1%	7.4%	9.7%
Grade 1	0.9%	4.4%	4.0%	8.2%
Grade 2	0.6%	2.9%	2.5%	3.9%
Grade 3	0.6%	2.1%	2.4%	1.6%
Grade 4	0.2%	1.0%	0.4%	1.0%
Grade 5	0.1%	0.5%	0.9%	0.7%
Grade 6	0.1%	0.6%	2.0%	1.0%
Grade 7	0.1%	1.0%	0.6%	1.4%
Grade 8	0.4%	0.7%	0.0%	1.5%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
PID Errors (students)	44	0.2%	3,784	0.1%
Underreported Students	14	0.1%	7,620	0.4%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	18.1	19.6
Grade 1	18.3	19.5
Grade 2	19.7	19.4
Grade 3	19.8	19.3
Grade 4	20.0	19.5
Grade 5	23.3	21.4
Grade 6	23.8	21.1
Mixed Grades	-	24.6
Secondary:		
English/Language Arts	22.2	17.4
Foreign Languages	20.3	19.0
Mathematics	20.9	18.0
Science	24.1	19.0
Social Studies	24.2	19.7

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Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	3,127.2	100.0%	642,184.2	100.0%
Professional Staff:	2,321.7	74.2%	410,626.9	63.9%
Teachers	1,794.5	57.4%	327,419.5	51.0%
Professional Support	427.0	13.7%	57,943.6	9.0%
Campus Administration (School Leadership)	86.9	2.8%	18,711.2	2.9%
Central Administration	13.4	0.4%	6,552.8	1.0%
Educational Aides:	217.5	7.0%	60,039.4	9.3%
Auxiliary Staff:	587.9	18.8%	171,517.9	26.7%
Total Minority Staff:	762.1	24.4%	289,867.9	45.1%
Teachers by Ethnicity and Sex:				
African American	128.0	7.1%	30,708.2	9.4%
Hispanic	213.1	11.9%	81,501.1	24.9%
White	1,395.3	77.8%	205,514.5	62.8%
American Indian	11.0	0.6%	1,256.1	0.4%
Asian	6.8	0.4%	4,441.4	1.4%
Pacific Islander	0.0	0.0%	255.6	0.1%
Two or More Races	40.4	2.3%	3,742.5	1.1%
Males	432.5	24.1%	75,928.1	23.2%
Females	1,362.0	75.9%	251,491.4	76.8%
Teachers by Highest Degree Held:				
No Degree	15.0	0.8%	2,956.9	0.9%
Bachelors	1,264.8	70.5%	246,934.9	75.4%
Masters	507.0	28.3%	75,715.3	23.1%
Doctorate	7.8	0.4%	1,812.5	0.6%
Teachers by Years of Experience:				
Beginning Teachers	89.1	5.0%	22,758.2	7.0%
1-5 Years Experience	479.6	26.7%	85,475.9	26.1%
6-10 Years Experience	423.3	23.6%	74,433.1	22.7%
11-20 Years Experience	535.0	29.8%	88,182.0	26.9%
Over 20 Years Experience	267.6	14.9%	56,570.2	17.3%
Number of Students per Teacher	14.3	n/a	15.5	n/a

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Staff Information (Continued)	District	State
Average Years Experience of Teachers:	11.1	11.5
Average Years Experience of Teachers with District:	7.3	8.0
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$47,342	\$41,878
1-5 Years Experience	\$48,789	\$44,354
6-10 Years Experience	\$49,415	\$46,784
11-20 Years Experience	\$52,104	\$50,587
Over 20 Years Experience	\$63,587	\$58,291
Average Actual Salaries (regular duties only):		
Teachers	\$52,059	\$48,821
Professional Support	\$56,973	\$57,253
Campus Administration (School Leadership)	\$74,518	\$71,259
Central Administration	\$112,373	\$91,993
Instructional Staff Percent:	73.5	64.2
Turnover Rate for Teachers:	9.4	15.3
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,153.9
Educational Aides	0.0	224.3
Auxiliary Staff	6.4	608.6
Contracted Instructional Staff:	0.0	1,556.8

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Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	3,677	14.3%	840,072	16.6%
Career & Technical Education	5,137	20.0%	1,110,812	22.0%
Gifted & Talented Education	2,282	8.9%	387,578	7.7%
Special Education	2,448	9.5%	431,041	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	38.6	2.2%	17,422.4	5.3%
Career & Technical Education	73.2	4.1%	13,453.0	4.1%
Compensatory Education	0.8	0.0%	9,490.0	2.9%
Gifted & Talented Education	23.5	1.3%	6,417.3	2.0%
Regular Education	1,395.4	77.8%	239,612.0	73.2%
Special Education	204.4	11.4%	30,185.4	9.2%
Other	58.6	3.3%	10,839.3	3.3%

Link to:
[PEIMS Financial Standard Reports/](#)
[2011-2012 Financial Actual Report](#)

- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- *' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

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WIG 1: STUDENT ACHIEVEMENT –				
Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
<p>Cultivate a consistent, strong, districtwide balanced curriculum based on ongoing needs assessments that supports all students establish high expectations with a curriculum that fosters inquiry and critical thinking develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life</p>	<p>Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers</p>	<p>Title I Components: CNA, RS, IHQ, OPD, AHQ, PI, T, A, AA, C</p>	<p>District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Establish high expectations with a curriculum that fosters inquiry and critical thinking</p>	<p>Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers</p>		<p>District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction,</p>

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				and Staff Development Balanced Scorecard
Develop academic skills and interpersonal relationship necessary for student success in college, the workplace, and for life	Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers		District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Expect full implementation on each campus by instructional leaders	Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers		District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard

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				and Staff Development Balanced Scorecard
Stay abreast of and incorporate best practices into teaching, learning, technology, and leadership	Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers		District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard

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WIG 2: STUDENT/STAKEHOLDER ENGAGEMENT –				
Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
<p>Develop Community and Student Engagement Survey and distribute to campuses to evaluate the district's performance and the performance of each campus in the district in community and student engagement in</p> <ul style="list-style-type: none"> • fine arts; • wellness and physical education; • community and parental involvement, such as: opportunities for parents to assist students in preparing for assessments under Section 39.023, tutoring programs that support students taking assessments under Section 39.023, and opportunities for students to participate in community service projects; • the 21st Century Workforce Development program; • the second language acquisition program; 	<p>District Steering Committee, Superintendent's Cabinet, district and campus administrators, Educational Improvement Council, Campus Leadership Teams, District Council of PTAs</p>	<p>Title I Components: CNA, PI, A</p>	<p>Survey</p>	<p>Survey results</p>

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<ul style="list-style-type: none"> • the digital learning environment; • dropout prevention strategies; and • educational programs for gifted and talented students 				
<p>Distribute, complete, analyze, and disaggregate Community and Student Engagement Survey</p>	<p>District Steering Committee, Superintendent’s Cabinet, district and campus administrators, Educational Improvement Council, Campus Leadership Teams, District Council of PTAs</p>	<p>Title I Components: CNA, PI, A</p>	<p>Survey</p>	<p>Survey results</p>
<p>Hold the campus annual Title I meeting to notify parents of their school’s participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved.</p>	<p>Principal</p>	<p>Title I Components: CNA, PI</p>	<p>Agenda(s); sign-in sheet(s)</p>	<p>Parent engagement</p>
<p>Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs; ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent</p>	<p>Principal, teachers</p>	<p>Title I Components: CNA, PI</p>	<p>Reports such as Confidential Student Reports, School Report Cards, and Federal Report Cards</p>	<p>Parent engagement</p>

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practicable, provided in a language that the parents can understand				
Utilize preschool set-aside funds in addition to a communitywide preschool coalition to provide I readiness activities, parental involvement activities, and transitional activities for children in preschool focused on the Ready Rosie program	Pre-K Coalition, United Way, Denton ISD staff, Ready Rosie	\$35,000 [Title I] Title I Components: CNA, T, C	Usage reports	Parent engagement as measured by star ratings
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students.	EIC	Title I Components: CNA, PI	Agenda(s); sign-in sheet(s);	Parent engagement
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools	Principal, CLT	Title I Components: CNA, PI	Agenda(s); sign-in sheet(s);	Parent engagement
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said	Principal, CLT	Title I Components: CNA, PI	Agenda(s); sign-in sheet(s);	Parent engagement

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to policies to all parents of participating students.				
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards	Teachers	\$1,225 [Title I] Title I Components: CNA, PI	Signed compacts	Parent engagement
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal Programs website to provide said information.	Director of School Improvement	Title I Components: CNA, PI	Web counter	Parent engagement
Reduce the number of dropouts through dropout reduction and prevention programs such as: <ul style="list-style-type: none"> • Odysseyware credit retrieval program; • academic support courses pairing at-risk student teachers acting 	Principal, teachers	State Compensatory Education (SCE) and At-Risk (AK) funds (see attached SCE budget report) Title I Components: CNA, RS, IHQ, OPD, AHQ, PI, T, A, AA, C	Teacher lesson plans; budget reports	Increased student grades and achievement on local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-

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<p>as coaches working ensure work is turned in on time, homework is completed, etc.;</p> <ul style="list-style-type: none"> • trailer courses with first semester courses taught during the second semester and/or second semester courses taught first semester; • intervention trailer courses with students failing during first six weeks attending after school intervention sessions; • trained upperclassmen student mentors paired with lowerclassmen having academic difficulties to touch base one time per week to for encouragement, homework help, etc.; • UNT organizations and fraternities volunteers acting as mentors with at-risk students on a weekly basis working with at-risk students having academic difficulties to touch base one time per week to for 				<p>based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
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<p>encouragement, homework help, etc.;</p> <ul style="list-style-type: none"> • Go Center with TWU students working with at-risk students who will be first generation college attendees; Upward Bound, a federal program that works with first generation college attendees (neither parent has obtained a four-year degree), low/average income (taxable income and the ability and desire to succeed in college); • ZAP (Zeros Aren't Permitted) after school program to redo any papers not completed or submitted; • TAKS Study sessions and TAKS interventions for all seniors who have not mastered the TAKS math and/or science on Saturdays during October, February and April; • Writing Workshops provided by English teachers offering one to two days of intensive 				
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<p>writing instruction/remediation in February for seniors who have not mastered the ELA TAKS;</p> <ul style="list-style-type: none"> • EOC Study Sessions- Saturday, before and after school sessions are offered for students who have not mastered EOC tests; Math Center with teachers available from 7:45 – 8:40 AM and 4:15 – 5:00 PM daily for students having difficulty in math; • summer TAKS and EOC study sessions offered during the summer prior to the summer retests; • Communities in Schools offered at Borman ES, Rivera ES, Ginnings ES, Evers Park ES, Hodge ES, Lee ES, Newton Rayzor ES, Calhoun MS, McMath MS, Strickland MS; • night school; • credit restoration classes; • counseling • at-risk liaisons; • Saturday School; 				
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<ul style="list-style-type: none"> • On-Track Credit retrieval for Math, Science, and English; • virtual school coursework; • home visits to families of students with attendance concerns 				
<p>Integrate technology into instruction using a variety of hardware (including computers, Chromebooks, iPads, smartphones, etc.) and software (such as Classworks, iStation, Think Through Math, Study Island, etc.)</p>	<p>Instructional Technology staff, teachers</p>	<p>Title I Components: CNA, RS</p>	<p>Increased use of technology</p>	<p>Increase use of technology</p>
<p>Offer Lone Star Technology In Action (TIA) conference to increase the integration of technology</p>	<p>Instructional Technology staff, teachers</p>		<p>Agenda(s); sign-in sheet(s); website</p>	<p>Increased use of technology</p>
<p>Provide middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about higher education admissions and financial aid opportunities; the TEXAS grant program and the Teach for Texas grant program; and provide information needed by students to make informed</p>	<p>Secondary school counselors</p>		<p>Newsletters; flyers; etc.</p>	<p>Increased knowledge of students and parents</p>

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<p>curriculum choices to be prepared for success beyond high school; sources of information on higher education admissions and financial aid.</p>				
<p>Implement Naviance on all secondary campuses.</p>	<p>Director of Counseling, secondary school counselors</p>	<p>Instructional Materials Allotment, Naviance personnel, technology department</p>	<p>Naviance Program purchased for all high schools and middle schools; mandatory annual training of all secondary school counselors, registrars, and additional district personnel; additional trainings as needed; full implementation of designated aspects of Naviance; commitment of district to Naviance program evidenced by support of the school board, superintendent and district administration at school board presentation June 2013; information on websites and brochures; parent sign-up sessions at PTA meetings, registration days, and open houses.</p>	<p>Increased student, parent, and staff usage of Naviance per campus as evidenced by weekly report; increased number of Personal Graduation Plans/4 year plans inputted into Naviance; increased student understanding of academic goals and post-secondary goals earlier in their school career; increased student access to colleges, universities, and technical schools that fit their individual needs; increased student access to scholarships that match student goals.</p>
<p>Provide training for staff, students, and parents related to the identification and intervention of students who are at risk of suicide</p>	<p>Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principal</p>		<p>Establishment of reporting and follow-up system for threats of suicide; establishment of mental health liaison on each campus; sign-in sheets from</p>	<p>Increased number of early identification reports; increased number of interventions; end of the year surveys indicate increased acceptance of all</p>

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			<p>district and campus trainings; Be the Voice elementary counseling curriculum related to healthy choices; Be the Voice secondary counseling curriculum addressing warning signs and symptoms of depression and suicidal ideation; information regarding locations to secure help in times of crisis is made available through district brochures, resources and websites on all campuses.</p>	<p>students and increased empathy, hopefulness and engagement in the student population.</p>
<p>Provide training and responsive services for all students regarding conflict resolution, sexual harassment, and violence prevention and intervention.</p>	<p>Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principal</p>		<p>Utilization of the following counseling prevention and intervention programs on Pre-K and Elementary Campuses:</p> <ul style="list-style-type: none"> • Second Step, Safe and Civil Schools (CHAMPS & Foundations); • Steps to Respect; • Travis & Presley; • Bully Busters; • Choose Peace, • Bucket Fillers; • Be Cool; • Salvaging Sisterhood, • Character Counts; • IB learner profiles and activities; • Peace Table 	<p>End of the year surveys indicate increased acceptance of all students and increased empathy, hopefulness and engagement in the student population; increased awareness of resources for assistance (i.e. campus SRO, community resources, and adults on campuses); increased collaboration between counselors, nurses, SROs, and administrators in addressing social emotional concerns; increased report of secondary students having an adult on the campus that they feel they can trust as</p>

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			<p>Utilization of the following counseling prevention and intervention programs on Secondary Campuses:</p> <ul style="list-style-type: none"> • Finding Kind; • Rachel’s Challenge; • Partner PE/Partner Dance; • Students Educating about Diversity through Dance; • The Counselor Is In; • Do the Right Thing; • PALS; • Mentors; • Student Council; • Safe and Civil Schools (CHAMPS & Foundations) • Be the Voice counseling curriculum addressing bully prevention (including cyber bullying); <p>Establishment of reporting and follow-up system for bully allegations; establishment of procedures and forms for bully allegation investigations; Friends of the Family and Child Advocacy Center trainings and presentations at all grade levels; secondary guidance lessons on dating violence and healthy relationships; Creation of brochures</p>	<p>reported through the end of year survey.</p>
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			addressing dating violence to include information about the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship.	
Address abuse and maltreatment of children to include increasing staff, student, and parental awareness of prevention techniques, knowledge of warning signs, and reporting procedures.	Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principal; social workers; nurses, student resource officers (SROs); teachers; Friends of the Family; Child Advocacy Center; Department of Family Protective Services (DFPS); Children’s Protective Services (CPS); Court Appointed Special Advocates (CASA); law enforcement agencies		Brochures given to all faculty and staff regarding maltreatment of children; Safe Schools training required of all district personnel; counselor presentations to staff; trainings provided to administrators, counselors and nurses; monthly parent education opportunities; establishment of an extended list of community resources to include medical and psychological services for students and families.	Increased awareness of warning signs; increased awareness of resources available to help students and families; increased awareness of the long term implications for a victim of abuse; increased collaboration between community resources and district counselors and social workers; increased tailoring of services provided to families to meet their individual needs.
Adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act.	District homeless liaison, social workers, school counselors, principals; registrars; secretaries	\$6,077 [Title I]; State Compensatory Education (SCE) funds (see attached SCE budget report) Title I Components: CNA, PI, C	Student Residency Questionnaire available through InfoSnap; brochures distributed district wide and throughout the community; identified homeless children are provided transportation, free lunch and school supplies; enrollment is not delayed due to lack of	Increase in enrollment stability; decrease in dropouts; decline in student transfers; increased awareness of the McKinney-Vento law and the social-emotional and academic impact of homelessness; increase in positive communication between the

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			records or immunizations; identified families are provided appropriate information and referrals to agencies and community organizations.	campus and the family impacted by homelessness.
Provide services to students medically eligible for General Education Homebound Instruction and Compensatory Education Homebound Instruction to students at home and/or the hospital bedside until released by physician to return to full time instruction at the campus.	Coordinator of Social Services; homebound instructors; social workers; school counselors; teachers, Campus Attendance Committee; parents/guardians	Homebound instructors (3) [State Compensatory Education (SCE) funds (see attached SCE budget report)] Title I Components: IHQ, AA, C	Compliance with TEA; early identification of student need for services; condition of eligibility documented by licensed physician; compliance with Pregnancy Related Services (2.41 weighted funding); attendance logs sent weekly to home campus.	Increase in ADA; decrease in dropout rate; increase in completion rates; supported transition back to full time instruction; individualized homebound services provided based on student's needs.
Provide an integrated program designed to enhance and support the academic, economic, social and physical well-being of Denton ISD students and families.	Coordinator of Social Services; social workers; Director of Health Services; principal	State Compensatory Education (SCE) funds (see attached SCE budget report) Title I Components: IHQ, AA, C	Establishment of an extended list of community resources to include medical and psychological services for students and families; district awareness of the need for an expanded role for district social; social workers are viewed as a part of the counseling team at secondary campuses creating a holistic approach to serving students and families.	Increased awareness of the school social worker as a valuable resource for campuses; increased collaboration between counselors, administrators, social workers and CIS in meeting the needs of students and families; increased services provided to homeless and unaccompanied youth at the secondary level; decrease in dropouts and absences; increase in academic success.

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WIG 3: INTERNAL PROCESSES –				
Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
Conduct comprehensive needs assessments (CNA).	Principal, teachers	Title I Components: CNA	Agenda(s); sign-in sheet(s); Comprehensive Needs Assessment (CNA) Summary	Local assessment; state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Early Literacy Inventory; Spanish Early Literacy Inventory; and Kathy Richardson Assessment; etc. results
Allocate Title I funds to eligible campuses.	Director of School Improvement and Support	Title I Components: CNA, A, C	Budget spreadsheets and reports	Local assessment; state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Early Literacy Inventory; Spanish Early Literacy Inventory; and Kathy Richardson Assessment; etc. results
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP.	Director of School Improvement and Support, EIC, principal, teachers	Title I Components: CNA, A, C	CNA	Local assessment; state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Early Literacy Inventory; Spanish Early Literacy Inventory; and Kathy Richardson Assessment; etc. results
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of		Title I Components: CNA, PI, A	CNA	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson

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programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; periodically review the Title I program plan and, as necessary, revise the plan.				Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives.	Director of School Improvement and Support, principal, teachers	\$24,306 [Title I] Title I Components: CNA, PI	Agenda(s); sign-in sheet(s)	Parent engagement
Seek technical assistance and support regarding Title I funds.	Director of School Improvement and Support; principals		Agenda(s); sign-in sheet(s); emails; phone calls; Title Principals Meetings; Title Secretaries Meetings; website; etc.	Increased knowledge of Title I requirements
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents.	Principal; teachers	Title I Components: CNA, PI	Newsletters; etc.	Increased knowledge of parent engagement
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A; maintain Semi-Annual	Director of School Improvement and Support; principal; teachers	Title I Components: IHQ	Signed Semi-Annual Certifications; Signed	Meet NCLB highly qualified requirements

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Certification for all staff paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A				
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements.	Principal	Title I Components: IHQ, AHQ	Signed attestations	Meet NCLB highly qualified requirements
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase	Director of School Improvement and Support; Curriculum, Instruction, and Staff Development staff; principal	Title I Components: CNA, C	Agenda(s); sign-in sheet(s); budget reports	Coordination of programming

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program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.				
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities.	Director of School Improvement and Support; private nonprofit (PNP) staff	Title I Components: AA	Agenda(s); sign-in sheet(s); Affirmation of Consultation with PNP Officials	
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services.	Director of School Improvement and Support; private nonprofit (PNP) staff	\$12,683 + \$20,694 = \$33,377 total [Title I]; \$3,868 + \$3,181 = \$7,049 total [Title II] Title I Components: AA	Agenda(s); sign-in sheet(s); emails; budget reports; PNP Equitable Services Worksheet	Increased student achievement on measures such as the Iowa Test of Basic Skills (ITBS)
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the	Director of School Improvement and Support; private nonprofit (PNP) staff	Title I Components: AA	Local assessment results	Increased student achievement on measures such as the ITBS

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results to improve services to private schools.				
Allocate Title I, Part D, Subpart 2 funds to serve campus and district needs.	Director of School Improvement and Support	\$255,686 [Title I, Part D, Subpart 2]	Budget reports	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program	District attorney		Written agreement	Written agreement
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing	Director of School Improvement and Support; Directors of Elementary and Secondary Curriculum; Instruction Support Teachers	\$276,722 [Title II]	Budget reports	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common

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<p>professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff.</p>				<p>assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs.</p>	<p>Directors of Elementary and Secondary Curriculum, Instruction Support Teachers; principal; teachers</p>	<p>\$273,576 [Title II]</p>	<p>Agenda(s); sign-in sheet(s)</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and</p>	<p>Directors of Elementary and Secondary Curriculum, Instruction Support Teachers; Educational Improvement Council; principal; teachers</p>	<p>Title I Components: CNA, A</p>	<p>Agenda(s); sign-in sheet(s)</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common</p>

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preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs.				assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified	Director of School Improvement and Support; Director of Bilingual/ESL	\$394,094 [Title III]	Budget reports	
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report.	Director of School Improvement and Support		NCLB Compliance Report	NCLB Compliance
Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Principal; teachers		Agenda(s); sign-in sheet(s); SafeSchools training reports	Safe schools
Address policy (FFH (LOCAL) and FFG (EXHIBIT)) regarding sexual abuse and other maltreatment of children	Principal; teachers		Board Policy FFH (LOCAL) and FFG (EXHIBIT); Student Handbook and Code of	Safe schools

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<p>including methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA; train staff members as described at Education Code 38.0041(c) [see DMA] regarding actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and available counseling options for students affected by sexual abuse or other maltreatment.</p>			<p>Conduct; SafeSchools training reports</p>	
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WIG 4: LEARNING AND GROWTH –				
Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
<p>Use the Multisensory Teaching Approach (MTA) coupled with best practices from the Alphabetic Phonics and Take Flight Programs are used as the intervention model for students identified as being dyslexic will be given support and appropriate modifications and/or accommodations in order to be successful in their academic programs. District Dyslexia/Certified Academic Language Therapists (CALTs) provide instruction using the Multisensory Teaching Approach (MTA), which provides a sequence of letter introduction/concept introduction in addition to linkage papers from Scottish Rite Take Flight; and provide instruction using:</p> <ul style="list-style-type: none"> • alphabet and dictionary skills • IRD/ ARD/ ISD (EPS cards) • fluency practice • instant words practice • linkage verbiage at introductions • coding 	<p>Dyslexia Supervisor; Dyslexia/Certified Academic Language Therapists (CALTs)</p>		<p>MTA program; Aware data; budget reports</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>

DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2013-14

<ul style="list-style-type: none"> • spelling practice • vocabulary development • phonemic awareness • verbal/expressive language • reading and listening comprehension 				
<p>Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators and supplemental math coaches to elementary campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten</p>	<p>Reading Recovery (RR) and Descubriendo la Lectura (DLL) Teachers; Literacy Learning Facilitators (LLFs); district math coaches (DMCs); early childhood coach (ECC)</p>	<p>\$659,677 (Reading Recovery, DLL, and LLFs) [Title I]; \$343,632 (DMCs) [Title I]; \$63,913 (ECC) [Title I]</p> <p>Title I Components: CNA, RS, IHQ, OPD, AA</p>	<p>Teacher schedules; Reading Recovery and DLL reports</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Offer staff development including in all content areas including, but not limited to Understand by Design (UbD) units of study and Look2Learning</p>	<p>Elementary and secondary curriculum department</p>	<p>Title I Components: CNA, RS, OPD</p>	<p>Agenda(s); sign-in sheet(s)</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction,</p>

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				and Staff Development Balanced Scorecard
Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.	Dean; Secondary Career and Technology staff; Advanced Technology Complex staff		High School Course Catalog and Planning Guide	Carl Perkins
Provide accelerated instruction to any student who fails to demonstrate proficiency in mathematics or reading in grades 3–8; in the applicable subject area each time a student fails to perform satisfactorily on EOC assessment instrument; and in any subject if the student failed to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation.	Principal, teachers	State Compensatory Education (SCE) and At-Risk (AK) funds (see attached SCE budget report) Title I Components: CNA, RS, AA	Lesson plans; Accelerated Instruction Plans; budget reports	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Complete student fitness assessments according to TEA guidelines utilizing FitnessGram	Physical Education teachers and/or coaches; nurse		Fitness Gram assessment data will be gathered and reported within the guidelines for all students who are required to participate; training of all physical education teachers, coaches and additional	Student assessment data that would indicate that students demonstrate an increased level of individual physical fitness; increased student understanding that physical fitness is a lifelong goal; increased student understanding that physical

DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2013-14

			district personnel; information on websites.	fitness and academic success have a direct relationship
Provide EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students.	Coordinator of Advanced Academics; EXPO Specialists; teachers	GT Teachers, GT Presenters, Current Research, TAGT conference, SMU Lecture Series, ESC Region XI	Agenda(s); sign-in sheet(s); workshops certificates	Evaluations by EXPO students, EXPO parents, and DISD staff.
Provide teachers with a yearly 6 hour gifted and talented update workshop.	Coordinator of Advanced Academics; EXPO Specialists; teachers	GT Teachers, GT Presenters, Current Research, TAGT conference, SMU Lecture Series, ESC Region XI	Agenda(s); sign-in sheet(s); workshop certificates	Evaluations by EXPO students, EXPO parents, and DISD staff.

DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2013-14

DISTRICT IMPROVEMENT PLANNING PROCESS

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee.

PARENTAL INVOLVEMENT PLAN

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parental involvement. The District-level and campus-level committees shall involve parents in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

ADMINISTRATIVE PROCEDURES AND REPORTS

The Board shall ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

RESPONSIBILITIES DISTRICT PLAN

The District-level committee shall assist the Superintendent with the annual development, evaluation, and revision of the District improvement plan. Education Code 11.252(a) [See BQ]

DROPOUT PREVENTION REVIEW

The District-level committee shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program,
 - b. Complete the program but do not take the high school equivalency examination, or

DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2013-14

- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate.
- 4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
- 5. The results of an evaluation of each school-based dropout prevention program in the District.

The District-level committee shall use the information in developing the District improvement plan.

DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2013-14

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)

LEA Name:	Denton ISD
Campus Name:	

Data Analysis Summary

Is this a district submission or campus submission?	District
Is your district staged in PBM?	Yes
Definition/Purpose:	<i>Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.</i>
Summary of findings	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the basis for the needs assessment process.
Section 1: Student Achievement	
Index met?	Yes, at Final Level II
What are the trends in the index 1 data over time?	
What impact do the trends have on Index 1?	
What other insights do the data reveal that impact student success?	
Section 2: Student Progress	
Index met?	Yes, at Final Level II
What are the trends in the index 2 data over time?	
What impact do the trends have on Index 2?	
What other insights do the data reveal that impact student success?	
Gaps	
Index met?	Yes, at Final Level II
What are the trends in the index 3 data over time?	
What impact do the trends have on Index 3?	
What other insights do the data reveal that impact student success?	

LEA Name:	Denton ISD
Campus Name:	

Data Analysis Summary

Section 4: Postsecondary Readiness	
Index met?	Yes
What are the trends in the index 4 data over time?	
What impact do the trends have on Index 4?	
What other insights do the data reveal that impact student success?	
Section 5: System Safeguards	
Were system safeguards missed for Performance?	Yes
Were system safeguards missed for Participation?	No
Were system safeguards missed for Graduation?	No
What are the trends in the System Safeguard data over time?	ELLs and Special Education Students performing below the 50% passing rate in STAAR Writing and Social Studies
What other insights do the data reveal that impact student success?	Achievement gap for ELLs and Special Education students compared to other subgroups
Section 6: PBM	
In what program areas is the district staged?	Bilingual Education
Select performance indicator rated PL 2, 3, or 4 for Bilingual Education.	BE/ESL #1(i-v): BE STAAR 3-8 Passing Rate, BE/ESL #2(i-v): ESL STAAR 3-8 Passing Rate, BE/ESL #5(i-v): LEP STAAR EOC Passing Rate
Select performance indicator rated PL 2, 3, or 4 for Career and Technical Education.	
Select performance indicator rated PL 2, 3, or 4 for No Child Left Behind.	
Select performance indicator rated PL 2, 3, or 4 for Special Education.	SPED #1(i-v): SPED STAAR 3-8 Passing Rate, SPED #5: SPED STAAR Modified Participation Rate
What other patterns and trends do the data reveal that impact student success?	Need for professional development regarding implementation of accommodations and differentiated instruction. SE students performance on STAAR did not meet standard. Those participating in STAAR M performed better than those taking STAAR. Students received instruction in the general education classroom with SE support (direct or in-class support), they are not performing at standard.
What impact do the trends for EACH performance indicator rated PL 2, 3, or 4 have on student success?	STAAR scores obviously impacted. If accommodations are not implemented as in the IEP, students will not be successful academically, resulting in required IEP meeting. For secondary students, it could impact their graduation plan.

LEA Name:	Denton ISD
Campus Name:	

Data Analysis Summary

<p>What other insights did the LEA identify related to student success for EACH performance indicator rated PL 2, 3, or 4?</p>	<p>ensure students are progressing?</p> <p>Are accommodations being implemented with fidelity?</p> <p>Utilize a checklist of walkthrough strategies to be addressed.</p> <p>Identify campuses and general education teachers in need of strategies and provide intensive training and monitor the implementation. Are general education teachers and special education teachers collaborating to ensure IEP and accommodations are met to ensure student success? Are they monitoring student progress regularly? Do the content area teachers have the content knowledge necessary?</p>
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LEA Name:	Denton ISD
Campus Name:	

Data Analysis Summary

Section 7: Residential Facilities	
Does the LEA serve special education students residing in residential	Yes
What stage of intervention for RFM?	N/A
Has the LEA ever received an on-site review for RFM?	Yes
Did the LEA identify noncompliance in this review?	No
In what investigatory topic(s) were needs identified and/or noncompliance found?	N/A
If noncompliance found, has LEA been cited for this in prior years?	N/A

LEA Name:	Denton ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Definition/Purpose:	<i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</i>
Identified and Prioritized Needs: It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.	
Need 1:	Collaboratively participate with the Curriculum and Instruction Dept. as they plan for district wide staff development to ensure that English Language Arts, Science, and Social Studies teachers at targeted campuses are provided with in-depth training on how to implement and deliver differentiated instruction while embedding linguistic accommodations for ELLs and IEP committee approved accommodations for special education students.
Need 2:	Master scheduling assistance or training to ensure principals initially consider ELL and SE students placement when developing the 2014-2015 campus schedule.
Need 3:	Continue and enhance the monitoring of ELL English language proficiency progress while ensuring they are receiving content instruction in a comprehensible manner embedded with the ELPs which focus on science and social studies' critical TEKS/SEs and to ensure that students receive intensive Spanish interventions.
Need 4:	
Need 5:	

*****Important Notice! Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!*****

Need:	Collaboratively participate with the Curriculum and Instruction Dept. as they plan for district wide staff development to ensure that English Language Arts, Science, and Social Studies teachers at targeted campuses are provided with in-depth training on how to implement and deliver differentiated instruction while embedding linguistic accommodations for ELLs and IEP committee approved accommodations for special education students.
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LEA Name:	Denton ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Index:	N/A
Critical Success Factor:	Teacher Quality, Improve Academic Performance, Quality Data to Drive Instruction
Annual Goal:	Improve academic achievement of ESL, Bilingual, and Special Education STAAR passing rate in Writing, Social Studies, Science by improving one performance level for the following 2013 PBMAS indicators: ESL STAAR 4th & 7th WRITING/PL3; LEP & SPECIAL ED. EOC STAAR WRITING/PL2; ESL & SPECIAL ED. 5th & 8th STAAR SCIENCE/PL2; BE STAAR 5th Science/PL2; LEP EOC Social Studies/PL2 (Above 50% passing rate on LEP & SPECIAL ED SAFEGUARDS).
Strategy:	Curriculum and Instruction Division will plan a professional development to improve the quality and level of understanding of the writing, social studies, and science standards, vertical alignment focusing on critical TEKS/SEs to effectively scaffold the content for the language proficiency levels of ELLs and special ed students to all content areas with a focus to the targeted campuses.
How will addressing this need impact the index/CSF or major	This will improve the quality of the teacher's understanding of the standards, vertical alignment, and improve targeted strategies to effectively scaffold the content instruction for the language proficiency levels of ELLs and special ed. students.

Required For District Submissions	
Major Systems:	Instruction
Components:	Instructional Processes / Pedagogy, Differentiation to Meet Needs, On-going Monitoring of Instruction by Administrators, Targeted Professional Development (PD) with Support

LEA Name:	Denton ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Need

		Interventions by Quarter													
		Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)							
To date, what actions have been taken to address Need 1?	<p>Provided administrators with SAFEGUARDS & ACCOUNTABILITY RATINGS data disaggregation for campuses to determine critical areas of needed improvement to address in the campus improvement plans.</p>	Q2 Goal:		Provide the District Leadership Team (DLT) with the ELL and SPED data on writing, social studies, and science STAAR performance to identify trends and critical areas of needed improvement.		Q3 Goal:		Curriculum & Instruction, Special Ed. and Bilingual/ESL departments begin collaborating to plan professional development for the targeted campuses identified in the data analysis process.		Q4 Goal:		Complete and communicate the implementation of the professional development and follow-up. Plan with the division to address the accommodations for ELLs and SPED in curriculum and professional development activities.			
		Interventions:				Interventions:				Interventions:					
		1) Meet with DLT.		2) Disaggregate PBM and STAAR data.		3) Identify needs and trends.		4) Develop a plan of intervention.		1) Collaborate on the development of a professional development plan that addresses linguistic and special needs accommodations.		2) Develop a professional development schedule for the delivery of the sessions.		3) Communicate the professional development plan with stakeholders.	
		1) PBM reports		2) TUPLES reports		3) Sign-In Sheet		4)		1) Meeting Agendas		2) Timeline on Progress		3) Ed. students in the Curriculum & Instruction activities.	
		1) Presentation & Hand-outs for Professional Development		2) Communicate the list of teachers identified to receive training		3) Evidence of Providing Accommodations for ELLs and Special Ed. students in the Curriculum & Instruction activities.		4) Timeline on Delivery		1) Complete timeline for the professional development to targeted campuses.		2) Each teacher receiving professional development will generate goals on accommodations for their ELLs and Special Ed. students. The teachers will provide these goals to their campus administrators as a follow-up.		3)	
		1) Stakeholders		2) Targeted Campuses		3) Campus Administrators		4)		1) Stakeholders		2) Targeted Campuses		3) Campus Administrators	
		1) Stakeholders		2) Targeted Campuses		3) Campus Administrators		4)		1) Stakeholders		2) Targeted Campuses		3) Campus Administrators	
End of Quarter Reporting															
Q1 Report		Q2 Report				Q3 Report				Q4 Report					

LEA Name:	Denton ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

	Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
	Describe the data or evidence used to determine if the goal will or won't be met.	Agenda and sign-in sheets; professional development evaluations.	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
	What, if any, adjustments must be made in order to meet the annual goal?		adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

LEA Name:	Denton ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Need:	Master scheduling assistance or training to ensure principals initially consider ELL and SE students placement when developing the 2014-2015 campus schedule.
Index:	N/A
Critical Success	Improve Academic Performance, Quality Data to Drive Instruction, Leadership Effectiveness, Teacher Quality
Annual Goal:	To ensure that ELL students are placed in classrooms with ESL certified teachers who are implementing the linguistic accommodations. To ensure special education students are considered in the beginning of master schedule development so that teachers are able to provided required support as documented in the IEP.
Strategy:	Collaborate with principals to strategically place ELLs and Special Ed. students in classrooms that will support their need for differentiated instruction and implementation of accommodations when developing the master schedule.
How will addressing this need impact the index and CSF identified?	This will improve the quality of instruction to increase the performance on the STAAR and TELPAS assessments in the content areas for ELLs and Special Ed. Students.

Required For District Submissions	
Major Systems:	Instruction
Components:	Instructional Processes / Pedagogy, Differentiation to Meet Needs, Data Driven Instructional Decisions, Ongoing Monitoring of Instruction by Administrators

Interventions by Quarter

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
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LEA Name:	Denton ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Need 2

<p>To date, what actions have been taken to address Need 2?</p>	<p>Provided administrators with SAFEGUARDS & ACCOUNTABILITY RATINGS data disaggregation for campuses to determine critical areas of needed improvement to address in the campus improvement plans.</p>	<p>Q2 Goal: Provide the District Leadership Team (DLT) with the ELL and SPED data on writing, social studies, and science STAAR performance to identify trends and critical areas of needed improvement.</p>	<p>Q3 Goal: Begin planning with Dept. of Human Resources, elementary/secondary executive directors & principals on the development of campus 2014-2015 master schedule to meet academic and linguistic needs of students.</p>	<p>Q4 Goal: Continue to plan strategically with central administrators, principals, and elementary/secondary executive directors on the development of the master schedule at the campuses.</p>			
		Interventions:		Interventions:		Interventions:	
		1) Meet with DLT.	1) Special Ed.	1) Plan with principals in clustering ELL and special ed students for the 2014-2015 school year			
		2) Disaggregate PBM and STAAR data.	2) Assist campus principals to strategically cluster ESL students in assigned classrooms with ESL content area teachers who focus on writing, social studies & science to ensure that ELL students receive intensive language instruction while challenging them to progress to the next English proficiency level.	2) Collaborate with principals in the development and review of master scheduling.			
		3)	3) Plan with Human Resources, Academic Executive Directors and principals to review master schedule planning to facilitate the placement of ESL and special education in general education classes (ELA, Science and Social Studies) to meet academic and linguistic needs.	3)			
		4)	4)	4)			
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		1) PBM reports	1) Sign-in, Agendas and meeting handouts	1) Master schedules			
		2) TELPAS reports	2) AWARE	2)			
		3)	3)	3)			
4)	4)	4)					

LEA Name:	Denton ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

End of Quarter Reporting					
Q1 Report	Q2 Report		Q3 Report		Q4 Report
	Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?
	Describe the data or evidence used to determine if the goal will or won't be met.	Agenda and sign-in sheets; professional development evaluations.	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.
	What, if any, adjustments must be made in order to meet the annual goal?		adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?

Need:	Continue and enhance the monitoring of ELL English language proficiency progress while ensuring they are receiving content instruction in a comprehensible manner embedded with the ELPs which focus on science and social studies' critical TEKS/SEs and to ensure that students receive intensive Spanish interventions.
Index:	N/A
Critical Success	Improve Academic Performance, Quality Data to Drive Instruction, Leadership Effectiveness, Teacher Quality.
Annual Goal:	Improve academic achievement of ESL, Bilingual, and Special Education STAAR passing rate in Writing, Social Studies, Science as evidenced by improving one performance level for each of the following 2013 PBMAS indicators: ESL STAAR 4th & 7th WRITING/PL3; LEP & SPECIAL ED. EOC STAAR WRITING/PL2; ESL & SPECIAL ED. 5th & 8th STAAR SCIENCE/PL2; BE STAAR 5th Science/PL2; LEP EOC Social Studies/PL2 (Above 50% passing rate on LEP & SPECIAL ED SAFEGUARDS).
Strategy:	Campuses monitoring ELLs progressing in their English proficiency using the ELPs with content. Providing Spanish interventions for bilingual students to strengthen their L1 to facilitate acquiring the L2. Monitor SE student as and have IEP meetings as necessary.

LEA Name:	Denton ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

How will addressing this need impact the index and CSF identified?	This will improve ELLs progressing at least one proficiency a year and allowing content to become comprehensible for improving STAAR performance.
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Required For District Submissions	
Major Systems:	Instruction
Components:	Instructional Processes / Pedagogy, Differentiation to Meet Needs, Data Driven Instructional Decisions, Ongoing Monitoring of Instruction by Administrators

LEA Name:	Denton ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Need 3

Interventions by Quarter							
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 3?	Campuses received sheltered instruction training for all instructional staff.	Q2 Goal: Campuses ensure content area teachers know the linguistic accommodations for ELLs according to their proficiency level and special ed. needs.	Q3 Goal: Monitor ELLs' English language proficiency progress ensuring they are receiving content instruction in a comprehensible manner embedded with the ELPs focusing on science and social studies in critical TEKS/SEs; provide intensive Spanish interventions for bilingual students.	Q4 Goal: Monitor ELLs' English language proficiency progress ensuring they are receiving content instruction in a comprehensible manner embedded with the ELPs focusing on science and social studies in critical TEKS/SEs; provide intensive Spanish interventions for bilingual students.	Interventions:		
		1) Meet with DLT.	1) Develop a form to attach on the ELL report card that includes the English proficiency progress.	1) Content area teachers will provide a narrative on the accommodations needed to meet standards/satisfactory on report cards.	1)		
		2) Disaggregate PBM and STAAR data.	2) Include this form on the LPAC's scheduled for students not meeting standards/satisfactory on report cards.	2)	2)		
		3)	3)	3)	3)		
		4)	4)	4)	4)		
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		1) PBM Report	1) Form for the ELL report card	1) TELPAS	1) TELPAS		
2) TELPAS	2) LPAC meetings	2) Report Cards ELL form completed	2) Report Cards ELL form completed				
3)	3)	3)	3)				
4)	4)	4)	4)				
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
Yes		LPAC Professional Development		LPAC Professional Development		LPAC Professional Development	

LEA Name:	Denton ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Attestation Statement:	<input type="checkbox"/> By checking the box, I attest that an on-site needs assessment has been conducted TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.
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**Title III Continuous Improvement Plan (CIP)
2013 Annual Measurable Achievement Objectives (AMAOs)**

LEA Name and County-District Number: Denton ISD 061901
 Primary LEA Contact for Title III CIP: Teresa Taylor
 Region Number and ESC Title III Contact: Gretchen Cabrera Region XI

1. Performance Area to Target for Improvement	2. LEP Student Population and Data Source	3. Improvement Activities	4. Staff Responsible for Implementation and Resources Required	5. Alignment of Title III-Funded Activities	6. Evidence of Implementation	7. Evidence of Impact	8. Implementation Timeline
<p>AMAOs 3: ELL Accountability (System Safeguards) To Improve academic achievement of ELLs STAAR passing rate in reading from 60% to 75% and in math from 64% to 75% by August 2014.</p>	<p>Data Source below reveals the need to ensure that content area teachers at targeted campuses are provided with in-depth professional development on implementing and delivering differentiated instruction while embedding linguistic accommodations to make content comprehensible for ELLs. *District ELL STAAR Reading & Math passing rates are below the standard of 75% for the bilingual students in grades 3-5, ESL students in grades 3-8 and ELL EOCs. *District ELL STAAR Reading & Math passing rates are below the standard of 75% for each of the grades in 3-8, EOC English I/II, and EOC Algebra/Geometry. *Fifteen elementary campuses, six middle schools, and three high schools are targeted for ELL math and reading performance.</p>	<p>Plan professional development for targeted campuses to improve the quality and level of understanding of content area standards and vertical alignment of critical TEKS/SEs to effectively scaffold content for the language proficiency levels of ELLs.</p>	<p>Director of BE/ESL Programs, BE/ESL Coordinators, Director(s) of Curriculum & Instruction, and Content Area Coordinators</p>	<p>Activities related to professional development for teachers on content area linguistic accommodated strategies aligned to standards.</p>	<p>January- March 2014: Meeting agendas, timeline on progress on the planning of professional development, sign-in sheet for planning session(s) on professional development April- June 2014: Presentation handouts for professional development, communicate the list of teachers identified to receive training, plan professional development delivery timeline August-June 2014: teacher sign-in, professional development survey, and administrators provide curricular and instructional evidence of ELL accommodations via administrative walk-throughs</p>	<p>August 2014 -June 2015 teachers surveys, administrator walk-through documentation of linguistic accommodation implementation, each teacher receiving professional development will generate goals on accommodations for their ELLs and teachers will provide these goals to campus administrators as a follow-up Spring: STAAR & EOC Results</p>	<p>January- March: Collaborate to plan professional development for the targeted campuses identified in the data analysis process and plan schedule for delivery of the sessions April-June: Complete and communicate the implementation of the professional development and follow-up, communicate professional development plan with stakeholders, and complete time for professional development to targeted campuses August 2014-June 2015: Provide professional development to targeted campuses</p>

**Title III Continuous Improvement Plan (CIP)
2013 Annual Measurable Achievement Objectives (AMAOs)**

LEA Name and County-District Number: Denton ISD 061901
 Primary LEA Contact for Title III CIP: Teresa Taylor
 Region Number and ESC Title III Contact: Gretchen Cabrera Region XI

1. Performance Area to Target for Improvement	2. LEP Student Population and Data Source	3. Improvement Activities	4. Staff Responsible for Implementation and Resources Required	5. Alignment of Title III-Funded Activities	6. Evidence of Implementation	7. Evidence of Impact	8. Implementation Timeline
AMAOs 3: ELL Accountability (System Safeguards) To Improve academic achievement of ELLs STAAR passing rate in reading from 60% to 75% and in math from 64% to 75% by August 2014.	Data Analysis of PBMAS results and ELLs' STAAR performance revealed a need for improving instructional staff's understanding of the cognitive, linguistic, and affective needs of ELLs, specially at the secondary campuses.	Provide campus-wide professional development on a sheltered instruction and prepare teachers for taking the ESL certification exam.	Bilingual/ESL Coordinators	Activities related to providing professional development for content area teachers seeking ESL certification. During the 2-day Saturday sessions teachers will be provided with research-based effective strategies to implement in classrooms with ELLs and also prepare them to take the ESL TExEs exam	Agenda, sign-in, certification test results, and addition of endorsement to participant's teaching certificate	August 2013-June 2014 teacher surveys Spring: STAAR & EOC Results	August 2013-June 2014: Provide sheltered instruction professional development to each and every district campus. August 2013-June 2014: Fall & Spring ESL certification professional development
AMAOs 3: ELL Accountability (System Safeguards) To Improve academic achievement of ELLs STAAR passing rate in reading from 60% to 75% and in math from 64% to 75% by August 2014.	Based on district, campus, and teacher ELL STAAR reading/math and TELPAS performance data evidence suggests the need for a continuation and improvement of the ELL progress monitoring for English language proficiency and content area knowledge to meet STAAR SE's and standards.	Campus monitors ELL English proficiency progress using a linguistic accommodations guide aligned with ELPs.	Director of BE/ESL, coordinators, ESL/bilingual teachers, administrators at targeted campuses, teacher linguistic accommodations guide and monitoring form	Activities related to professional development sessions, content area linguistically accommodated instructional classroom materials targeting the development of ELL academic vocabulary.	August 2014 - June 2015: Linguistic accommodations guide and monitor form	Spring: STAAR, TELPAS, and EOC Results, May 2014 & January 2015 campus feedback on linguistic accommodations guide and monitor form.	January-Feb 2014: Develop the monitor form March- June 2014: Pilot use of monitor form in at selected campuses August 2014-June 2015: Campuses use the monitor form

**Title III Continuous Improvement Plan (CIP)
2013 Annual Measurable Achievement Objectives (AMAOs)**

LEA Name and County-District Number: Denton ISD 061901
 Primary LEA Contact for Title III CIP: Teresa Taylor
 Region Number and ESC Title III Contact: Gretchen Cabrera Region XI

1. Performance Area to Target for Improvement	2. LEP Student Population and Data Source	3. Improvement Activities	4. Staff Responsible for Implementation and Resources Required	5. Alignment of Title III-Funded Activities	6. Evidence of Implementation	7. Evidence of Impact	8. Implementation Timeline
AMAOs 3: ELL Accountability (System Safeguards) To Improve academic achievement of ELLs STAAR passing rate in reading from 60% to 75% and in math from 64% to 75% by August 2014.	Based on teacher performance data, it is evident that district campuses are in need of master scheduling assistance or training to ensure campus administrators initially consider ELL student placement when developing the 2014-15 campus master schedule.	Collaborate with principals to develop master schedule to strategically place ELLs in classrooms with teachers who have participated in sheltered instruction professional development and are implementing differentiated instruction and linguistic accommodations.	Director of BE/ESL Programs & BE/ESL coordinators, campus administrators, LPAC chairs, and counselors.	Activities related to teacher professional development and follow-up on the implementation of the SIOP model for purposes of making content comprehensible and scaffolding instruction for ELLs.	January-March 2014: Sign in, agendas and meeting handouts April-September 2014 master schedules and ELL student schedules	Spring: STAAR & EOC Results August-November: Teacher and student schedules	January-March: Meet central administrators, principals, and executive directors on their ELL staff projections for 2014-15 April-June 2014: Plan with principals in scheduling ELLs for the 2014-15 school year May-September: Finalize master schedules
AMAOs 3: ELL Accountability (System Safeguards) To Improve academic achievement of ELLs STAAR passing rate in reading from 60% to 75% and in math from 64% to 75% by August 2014.	Based on STAAR data analysis and the number of home language surveys for languages other than English spoken at home, the need to hold parent informational meetings is evident to assist them as they support child's progress in school.	Provide parent informational meetings to assist with access district's online portal to give parents access to their child's grades and attendance throughout the year.	BE/ESL Compliance Coordinator	Activities relate to parent informational/ educational sessions about academic achievement of their bilingual/ESL student aiming at raising awareness of the family's role in their child's education	Agenda & sign-in sheets	July-September 2014: Number of bilingual parent participation and parent surveys/feedback	July-September 2014: provide parent informational sessions

**Title III Continuous Improvement Plan (CIP)
2013 Annual Measurable Achievement Objectives (AMAOs)**

LEA Name and County-District Number: Denton ISD 061901
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1. Performance Area to Target for Improvement	2. LEP Student Population and Data Source	3. Improvement Activities	4. Staff Responsible for Implementation and Resources Required	5. Alignment of Title III-Funded Activities	6. Evidence of Implementation	7. Evidence of Impact	8. Implementation Timeline
AMAOs 3: ELL Accountability (System Safeguards) To Improve academic achievement of ELLs STAAR passing rate in reading from 60% to 75% and in math from 64% to 75% by August 2014.	Data Sources: PBMAS Results, Class Rosters and ELL Data Desegregation	Provide administrators with their campus ELL STAAR performance data to determine CIP goals and identify students needing supplemental acceleration/intensive instruction or secondary ESL summer school.	Director of BE/ESL Programs, BE/ESL Coordinators, and campus administrators	Activities related to supplemental tutoring/intensive instruction	Sign-in sheet, teacher/student tutoring and summer school rosters	Spring: STAAR & EOC Results, June: Number of content area credits awarded to ELLs during ESL high school summer September-May: Data of students participating in tutoring sessions and campus improvement plans (CIP)	January-Feb 2014: Provide administrators ELL STAAR performance data based on PBMAS and AMAOs results June-July 2014: Administrators Leadership Academy provide 2014 ELL STAAR Performance

2013-14 DISD Title I, Part A NCLB Application Planning Sheet with Maximum Entitlement and Carryover Funds

Planning Amount+Maximum Entitlement	\$ 2,430,644
Carryover Funds	\$ 457,890
Total Title I Funds Available	\$ 2,888,534

Reservations

Parent Involvement	NA
Professional Development	\$ 24,000
Homeless	\$ 6,077
Indirect Cost	\$ 48,880
Administration	\$ 44,890
School Improvement Program	\$ -
Preschool	\$ 35,000
Total Reservations	\$ 158,847

\$ 24,306 =1% of planning amount
 =5% of planning amount
 =.25% of planning amount
 =2.011% of planning amount
 Includes travel for Committee of Practitioners Rep
 =20% of planning amount for SIP
 Ready Rosie

Planning Amount+Maximum Entitlement-Reservations	\$ 2,271,797
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Additional Reservations

District Deployed RR/Math Coaches/DLL	\$ 1,024,204
PNP Reservations	\$ 12,683
Total Additional Reservations	\$ 1,036,887

DR salaries (2 LLFs; 6 Math Coaches)
 Determined by TEA Equitable Services Worksheet

Planning Amount-Reservations-Additional Reservations	\$ 1,234,910
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Planning Amount-Reservations-Additional Reservations+Roll Forward	\$ 1,692,800
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*Amount to be used to determine campus PPA

2013-14 DISD Title I, Part A Campus Per Pupil Allocations with Maximum Entitlement and Carryover Funds

#	SW Campuses	%FR	# FR Students	PPA	TIA Salaries	Parent Involvement Funds	Total Discretionary	PPA	Previous Discretionary	Add On
104	Lee	79.39	470	\$ 188,000	\$ 65,464	\$ 2,585	\$ 119,951	\$ 400	\$ 63,551	\$ 56,400
105	Hodge	76.29	518	\$ 207,200	\$ 77,393	\$ 2,849	\$ 126,958		\$ 64,798	\$ 62,160
107	Newton Rayzor	58.07	374	\$ 149,600		\$ 2,057	\$ 147,543		\$ 102,663	\$ 44,880
108	Rivera	89.13	500	\$ 200,000	\$ 70,074	\$ 2,750	\$ 127,176		\$ 67,176	\$ 60,000
109	Wilson	45.05	273	\$ 109,200	\$ 65,952	\$ 1,502	\$ 41,746		\$ 8,986	\$ 32,760
110	Ginnings	75.95	461	\$ 184,400		\$ 2,536	\$ 181,864		\$ 126,544	\$ 55,320
111	Borman	85.9	390	\$ 156,000	\$ 63,462	\$ 2,145	\$ 90,393		\$ 43,593	\$ 46,800
112	Evers Park	71.84	398	\$ 159,200	\$ 74,872	\$ 2,189	\$ 82,139		\$ 34,379	\$ 47,760
113	WS Ryan	49.09	298	\$ 119,200	\$ 64,192	\$ 1,639	\$ 53,369		\$ 17,609	\$ 35,760
116	Pecan Creek	40.65	289	\$ 115,600	\$ 60,048	\$ 1,590	\$ 53,962		\$ 19,282	\$ 34,680
125	Cross Oaks	42.8	205	\$ 82,000	\$ 30,251	\$ 1,128	\$ 50,621		\$ 26,021	\$ 24,600
	Total SW		4176	\$ 1,670,400	\$ 571,708	\$ 22,970	\$ 1,075,722			\$ 501,120
#	PNP		#FR Students	PPA	From Equitable Services	Parent Involvement Funds	Discretionary TIA Funds		Previous Discretionary	Add on
	ICCS		51	\$ 20,400	\$ 12,683	\$ 294	\$ 33,377		\$ 26,963	\$ 6,414
	Total PNP		51	\$ 20,400		\$ 294	\$ 33,377			\$ 6,414
	Neglected		# FR Students	PPA						
	Cumberland		5	\$ 2,000		\$ -	\$ 2,000		\$ 1,400	\$ 600
	Total Neglected		5	\$ 2,000			\$ 2,000			\$ 600
	Total SW + PNP + N		4232	\$ 1,692,800		\$ 23,264				\$ 508,134
	Total funds-reservations		\$ 1,692,800	\$ -	District add on	\$ 1,042				

PENTAMATION ENTERPRISES, INC.
 DATE: 04/25/2014
 TIME: 09:07:40

DENTON ISD
 EXPENDITURE STATUS REPORT

PAGE NUMBER: 1
 EXPSTALL

SELECTION CRITERIA: orgn.fund='1954'
 ACCOUNTING PERIOD: 10/14

SORTED BY: 1ST SUBTOTAL,ACCOUNT
 TOTALED ON: 1ST SUBTOTAL
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1ST SUBTOTAL-61 SALARY SUBTOTAL

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
6100	TOTAL PAYROLL COSTS	662,807.82	.00	.00	.00	662,807.82	.00
6112	SALARIES/WAGES SUBS	.00	79.99	.00	136,411.49	-136,411.49	.00
6115	TEMPORARY PROF/ADDITIONA	.00	.00	.00	7,800.00	-7,800.00	.00
6116	NON-INSTRUCTIONAL SUB	.00	.00	.00	80.00	-80.00	.00
6117	STIPENDS-PROFESSIONALS	153,610.00	.00	.00	84,863.34	68,746.66	55.25
6118	EXTRA DUTY PAY-PROFESS.	.00	.00	.00	39,240.70	-39,240.70	.00
6119	SALARIES OR WAGES	7,054,116.05	.00	.00	4,222,011.56	2,832,104.49	59.85
6129	SALARY SUPPORT PERSONNEL	134,181.11	.00	.00	88,980.56	45,200.55	66.31
6139	EMPLOYEE ALLOWANCES	250.73	.00	.00	-.01	250.74	.00
6140	SOCIAL SECURITY	9,492.14	4.96	.00	8,023.44	1,468.70	84.53
6141	MEDICARE	96,481.77	1.16	.00	75,906.82	20,574.95	78.67
6142	GROUP HEALTH & LIFE INSU	256,145.73	.00	.00	194,923.32	61,222.41	76.10
6143	WORKERS' COMPENSATION	18,836.82	.21	.00	14,815.86	4,020.96	78.65
6146	TEACHER RETIRE/TRS CARE	146,946.84	.00	.00	120,049.32	26,897.52	81.70
	TOTAL SALARY SUBTOTAL	8,532,869.01	86.32	.00	4,993,106.40	3,539,762.61	58.52

1ST SUBTOTAL-62 PROF/CONTRACT SERVICES

6200	HOST-MISC CONTRACT SERVI	204,023.90	.00	.00	.00	204,023.90	.00
6223	STUDENT TUITION	.00	.00	.00	3,827.00	-3,827.00	.00
6249	CONTRACTED MAINTEN & REP	.00	.00	.00	209.00	-209.00	.00
6269	RENTALS-OPERATING LEASE	.00	1,341.00	2,507.71	6,272.56	-8,780.27	.00
6294	PRINT SHOP CHARGES	.00	1.00	.00	20,886.38	-20,886.38	.00
6296	CHILD CARE	.00	2,211.00	.00	14,446.00	-14,446.00	.00
6299	MISC CONTRACTED SERVICES	.00	60.00	.00	53,524.99	-53,524.99	.00
	TOTAL PROF/CONTRACT SERVICES	204,023.90	3,613.00	2,507.71	99,165.93	102,350.26	49.83

1ST SUBTOTAL-63 SUPPLIES & MATERIALS

6300	HOST-SUPPLIES & MATERIAL	346,437.90	.00	.00	.00	346,437.90	.00
6329	READING MATERIALS	.00	926.86	4,037.59	48,172.73	-52,210.32	.00
6339	TESTING MATERIALS	.00	64.02	153.78	8,192.55	-8,346.33	.00
6394	EQUIP > 1,000 AND < 5,00	.00	.00	5,977.19	7,796.00	-13,773.19	.00
6395	PAPER, MASTERS, FLUID	.00	.00	27.94	1,126.88	-1,154.82	.00
6396	POSTAGE	.00	.00	.00	414.00	-414.00	.00
6399	GENERAL SUPPLIES	.00	1,792.78	5,098.82	106,725.42	-111,824.24	.00
	TOTAL SUPPLIES & MATERIALS	346,437.90	2,783.66	15,295.32	172,427.58	158,715.00	54.19

1ST SUBTOTAL-64 OTHER OPERATING COSTS

6400	HOST-OTHER OPERATING EXP	68,652.75	.00	.00	.00	68,652.75	.00
6410	TRAVEL/MILEAGE REIMB	14,421.36	977.07	.00	7,878.13	6,543.23	54.63
6411	TRAVEL/SUBSIST-EMP ONLY	.00	1,137.08	4,007.00	11,942.13	-15,949.13	.00
6412	TRAVEL/SUBSIST-STUDENTS	.00	.00	.00	500.00	-500.00	.00
6429	INSURANCE & BONDING COST	4,400.00	.00	.00	18,299.00	-13,899.00	415.89
6494	DISD BUSES	.00	198.77	.00	1,458.94	-1,458.94	.00
6495	DUES-CLUBS & OTHER ORGS	.00	.00	.00	568.00	-568.00	.00
6498	FOOD & REFRESHMENTS	.00	.00	.00	36.79	-36.79	.00
6499	MISC OPERATING COSTS	.00	.00	.00	8,890.00	-8,890.00	.00

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DENTON ISD
 EXPENDITURE STATUS REPORT

PAGE NUMBER: 2
 EXPST11

SELECTION CRITERIA: orgn.fund='1954'
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SORTED BY: 1ST SUBTOTAL,ACCOUNT
 TOTALED ON: 1ST SUBTOTAL
 PAGE BREAKS ON:

1ST SUBTOTAL-64 OTHER OPERATING COSTS

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
	TOTAL OTHER OPERATING COSTS	87,474.11	2,312.92	4,007.00	49,572.99	33,894.12	61.25
TOTAL REPORT		9,170,804.92	8,795.90	21,810.03	5,314,272.90	3,834,721.99	58.19