

Ryan High School



Campus Improvement Plan 2017-18

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Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

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

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

School Vision

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

School Values

WIG 1: Ryan High School will facilitate and increase the academic achievement and four year completion for all students while maintaining a focus on subgroup and at-risk populations.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Employ early intervention strategies by counselors, APs, Diagnosticians & teachers for any students exhibiting at risk behaviors	Admin. Faculty Central Services C&I Accountability summary,	13,876 SCE (Night School, Sat. School, Tutorials)		Number of Disciplinary Referrals, Decrease in Truant Students, Bonus Round Data,	Accountability Summary Completion Data, Repeaters Repor TEA Accountability Report	October-May
Maintain continuous communication between staff and parents regarding students' Progress	Grade Reports, PGP's, AWARE, RTI, Assessments, Attendance Record, Discipline Referrals, f	43,000 SCE (Ac. Liaison)		Teacher Tutorials STAAR /EOC results Improvement levels in Reading from ESL, and	College Readiness Report (TEA) PTSA Newsletter School Wires Phone and e-mail HAC	October-May
Increase enrollment of minority and at-risk students in Pre-AP, AP, and Dual Credit classes.	Internal and outside sourcing for ACT/SAT prep PSAT classes in master schedule			SAT/ACT report National Merit Report AP Distinguished and Commended report	Master Schedule class enrollment numbers. University records of dual credit students	October-May
Offer Affordable SAT & ACT Prep course, with scholarships available, to all students in need. Offer PSAT prep class as an elective	Continue campus SAT/ACT Prep classes			Attendance records of campus-based sessions. PSAT class enrollment	SAT/ACT student individual reports SAT/PSAT/ACT campus reports	October-May

WIG 1: Ryan High School will facilitate and increase the academic achievement and four year completion for all students while maintaining a focus on subgroup and at-risk populations.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
to sophomores. Added ESL /ELA teaching unit to meet the needs of ELL population for Reading and Writing initiatives	Offer ACT trial Tests for 9th ESL Admin. Campus Admin. Campus teacher	60,000		Classroom observations, Workshops, Materials Master Schedule ESL Dept. work with campus	Observations of academic support for students enrolled in these classes	Aug.- May

WIG 2: By the end of the 2017-2018 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 15%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Direct “marketing” of clubs/organizations to student body (and specifically to target population)	Naviance Website Webpages Facebook Sponsors Counselor Teachers Coaches			Direct contact with students Rosters of clubs and sports Participation	Measurable increase in organization/club Membership Athletics and Fine Arts participation numbers	October-May
Review of new faculty member interests/skill sets to identify new ideas for clubs and/or potential faculty sponsors. Utilize Gallup Strengths Finder Training to strengthen teacher skill sets. Addition of Strengths Academy to HS 101 programs	Principal and Associate Principal Teachers, Students Parents Central Admin.			Meeting held Communication Gallup workshops Campus presentations	New clubs former and/or new sponsors identified	--Sept--- May
Solicitation of outside sources of funding/sponsorship for previously identified student-interest clubs	Administrators Faculty Parent volunteers			Meetings held Follow-up strategies for developing new/alternative activities for students (if necessary)	Board presentations at end of 3rd quarter Faculty input during end-of-year meetings	October-May
Family Night communication meetings to discuss school classes, clubs, organizations, and information sessions to inform parents	Trey Peden Ronnie Watkins			Attendance at quarterly meetings for parents. Open House 8th Grade Night	Parent feedback, Parent Surveys Q/A sessions	Nov.-May

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance	All		African American		Hispanic		White		American Indian		Asian	
Reading	from 69	to 63	from 58	to 53	from 63	to 58	from 80	to 73	from 63	to 38	from 88	to 100
Mathematics	from 76	to 79	from 61	to 74	from 75	to 77	from 84	to 82	from 67	to 100	from 85	to 100
Writing	from -%	to -	from -%	to -	from -%	to -	from -%	to -	from -	to -	from -	to -
Science	from 86	to 87	from 76	to 82	from 82	to 87	from 92	to 91	from 86	to 100	from 100	to 100
Social Studies	from 90	to 91	from 80	to 87	from 86	to 88	from 96	to 96	from 67	to 100	from 94	to 100
Performance	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Current & Monitored)		ELL (Current)	
Reading	from 50	to 100	from -	to -	from 59	to 55	from 31	to 23	from 47	to 38	from -	to -
Mathematics	from 100	to 100	from -	to 100	from 70	to 75	from 41	to 46	from 60	to 71	from -	to -
Writing	from -%	to -	from -%	to -	from -%	to -	from -%	to -	from -%	to -	from -	to -
Science	from 100	to 100	from -	to 100	from 82	to 82	from 53	to 68	from 70	to 72	from -	to -
Social Studies	from -	to -	from -	to -	from 84	to 88	from 61	to 63	from 74	to 80	from -	to -
Participation	All		African American		Hispanic		White		American Indian		Asian	
Reading	from 99	to 99	from 99	to 99	from 99	to 99	from 99	to 98	from 100	to 100	from 100	to 96
Mathematics	from 99	to 99	from 97	to 99	from 100	to 100	from 99	to 98	from 100	to 100	from 100	to 80
Participation	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Current & Monitored)		ELL (Current)	
Reading	from 100	to 100	from -	to -	from 99	to 99	from 97	to 97	from -	to -	from 99	to 100
Mathematics	from 100	to 100	from -	to 100	from 99	to 99	from 99	to 99	from -	to -	from 99	to 100
Graduation	All		African American		Hispanic		White		American Indian		Asian	
4-year, 2015	from 96.4	to 95.7	from 97.6	to 94.7	from 95.6	to 96.1	from 96.6	to 95.6	from 50	to 100	from 100	to 100
4-year, 2014	from 96.6	to 96.4	from 94.9	to 97.6	from 95.6	to 95.6	from 98	to 96.6	from 100	to 50	from 90.9	to 100
5-year, 2014	from 97	to 97.1	from 93.8	to 97.6	from 96.3	to 96.6	from 98.8	to 97.4	from 100	to 50	from 90.9	to 100
Graduation	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Ever HS)		ELL (Current)	
4-year, 2015	from 100	to -	from 100	to 93.3	from 94.7	to 94.3	from 87.8	to 85.2	from 91.5	to 94.7	from -	to -
4-year, 2014	from 0	to 100	from 100	to 100	from 95.6	to 94.7	from 79.1	to 87.8	from 89.8	to 91.5	from -	to -
5-year, 2015	from 0	to 100	from 100	to 100	from 96.5	to 94.3	from 81.4	to 89.6	from 91.8	to 95.6	from -	to -



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Standards-based curriculum
Class Materials
Technology
Differentiation Plan
Horizontal and Vertical Zone alignment
District benchmarks and campus-designed assessments

Findings/Analysis

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

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

Strengths...	Needs...
All subject passing rate on EOC assessments is 77%	Improvements in passing rates for both economically disadvantaged and English Language Learners
Improvement in the overall reading levels of currently 262 ELL students	Addition of the staff added this year to increase reading fluency in the ESL student body, and continued support of the Reading Improvement classes currently in place
ESL Academic Support Increase in the number of AP students and number of AP Exams taken	ESL staffing to meet the needs of ESL students in all subject areas. Continued to offer workshops and training opportunities for our AP staff

Summary of Needs

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

State Compensatory Education Funding
Continued work with Academic Liaison
Staffing of ESL Academic Support Lab
Continued EOC tutorials
Night School
Continued training for AP students for SAT/ACT



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Enrollment
Attendance
Ethnicity
Gender
Mobility/Stability
Leaver Report
Special population participation
College Dual Credit/AP Enrollment

Findings/Analysis

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

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

Strengths...	Needs...
Continued improvement in STAAR/EOC performance 48.3% of students are economically disadvantaged 13% mobility rate (roughly 300 students leaving per year)	15% of 9th grade non-proficient on 8th grade STAAR (Needing Reading strategies for improvement) Implementation of cross-curricular writing strategies to increase overall literacy improvement

Summary of Needs

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

State Compensatory Education
Academic Liaison
Attendance Liaison



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Parent Volunteer Information
Parent Evaluation Sheets
Mobility Data
Community Service Agencies

Findings/Analysis

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

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

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

Strengths...	Needs...
E-Mails and School Messenger communication Home Access Center for grades and attendance Remind 101 Teacher e-mail communication PTSA involvement	One stop place for Senior Information Continued updates on Home Access Center More information on scholarship availability

Summary of Needs

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

Continued updates to parent communication and added areas of scholarship availability offered to students



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Master Schedule
Duty Rosters
Leadership Meetings
Administrative Meetings
Counseling and Support Services
School Map and Physical Environment
Supervision Structure

Findings/Analysis

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

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

Strengths...	Needs...
Large percentage of teachers with over 15 years of experience 60% of parents surveyed felt confident with support offered from administration	45% of staff interviewed felt the need for strategies for continued engagement are needed Continue to work with students for accountability

Summary of Needs

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

Continued work in the area of student accountability. Continue to surround students with quality teachers with wide range of experience. In-lieu support
--



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Surveys
Questionnaires
Focus Groups
PTSA
Interviews
Accountability Survey
TEA Accountability
Open House/Parent meetings

Findings/Analysis

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

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

Strengths...	Needs...
Administrative support Counselor programs Passionate teachers Variety of educational choices Technology in Library Safety	Continued presence in hallways and in classrooms Recognition of the work being done by teachers and sponsors of student organizations

Summary of Needs

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

Continued programs to address the needs of all student populations and staffing to meet those needs State Compensatory Funding



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

SBEC Para and Staff Qualifications Staff Mobility/ Stability report from HR T-TESS data Graduation , Completion, Dropout rates
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Findings/Analysis

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

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

Strengths...	Needs...
Above state averages in years experience Above state average with Masters and Doctorate degrees	Improvement in teacher attendance rate Incentive programs for teacher rewards Incentives for extra duty service

Summary of Needs

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

State Compensatory Education



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State Assessment Data

TELPAS

SAT/ACT PSAT Results

Graduation Completion Plan, Leaver Report, Diploma Types

Advanced Courses and Dual Enrollment

Findings/Analysis

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

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

Strengths...	Needs...
<p>LEP passing rates Algebra 70%, Biology 57% ,US History 80%</p> <p>Distinguished Recognition by TEA in English, Science, Postsecondary Readiness</p> <p>STAAR EOC Algebra 1 passing rate 85% STAAR EOC English 1 passing rate 68% STAAR EOC Biology passing rate 88% STAAR EOC US History passing rate 92% STAAR EOC English II passing rate 67%</p> <p>AP tests= 380 tests 218 students Four recognition expected for National Merit AP Scholars =24 8 AP Scholars w Honors 2 AP Scholars w Distinction</p>	<p>Improvement in LEP Eng. 1 and Eng. 2</p> <p>Improvement in attendance to gain Recognition in Social Studies and Mathematics</p> <p>Continued support and use of State Compensatory Funding to add to the tutorial and Night School Programs in addition to Saturday School funding.</p>

Summary of Needs

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

<p>Community resources for food and extended day school State Compensatory Education funding</p>



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Hardware and Software

BrightBytes survey

Professional Development and Teacher Needs Assessment

Administrative support from Central Services Technology

Findings/Analysis

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

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

Strengths...	Needs...
Student levels of comfort with technology use Improvement of student online skills Problem solving with the use of technology Teacher confidence in the availability of technology	Continued additions with Chromebook initiatives Continued trainings of various platforms and formats available Development of more online learning venues

Summary of Needs

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

State Compensatory Education



Summary of Priority Needs

Demographics...

Continued use of State Compensatory Education funds to work with Academic Liaison and Attendance Liaison for At-Risk student population

Student Achievement...

Continue work on extended time work with students for state assessment and academic readiness. Use of community resources for food and other needed items to help with these programs.

School Culture and Climate...

Continued recognition programs for both students and staff throughout the year. Adopt a School to request additional items to promote teacher and student morale throughout the year. PTSA involvement as well.

Staff Quality, Recruitment and Retention...

Continue to look at programs and ways to incentivize strong teacher attendance and recognition programs and continue to recruit experienced, talented teachers from a variety of pools.

Curriculum, Instruction, and Assessment...

Continue work in Professional Learning Communities to strengthen the work being done vertically and horizontally with core content. Work on increasing number of testing participants in ACT/SAT, and continue work with ELL with reading and writing comprehension, and offer ESL Academic Support tutorials after school throughout the year.

Family and Community Involvement...

Continue to work with parents about school curriculum and student involvement opportunities. Hold parent meetings throughout the year to discuss pertinent information about the school.

School Context and Organization...

Continue work in the areas of student accountability. Continue to surround students with quality teachers with wide ranges of experience.

Technology...

Continue with upgrades to technology at the campus level, and offer as many technological advances as possible to our students.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Virginia Keeling
Teacher	Raiford Malone
Teacher	Randall Hare
Teacher	Mary Durbin
Teacher	Azalaea Yuoh
Teacher	Robert Lamon
Teacher	Kim Lahart
Campus-Based Nonteaching Professional	Karen Guenther
Campus-Based Para or Operations Staff Rep	
District-Level Professional	Dr. Robert Stewart
Parent Rep	Christena Bladel
Parent Rep	
Community Rep	Justin Ray- Jostens
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
9-19	4:15	Conf. Room
10-17	4:15	Conf. Room
1-16	4:15	Conf. Room
2-20	4:15	Conf. Room
3-20	4:15	Conf. Room

Advanced Technology Complex



Campus Improvement Plan 2017-18

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Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

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

School Vision

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

School Values

The ATC values a culture with students and staff that are highly motivated to learn and apply high level skills within an environment that is inviting and fun for all.

WIG 1: ATC will increase communication between teachers, students, parents, and the community at large.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Instructional videos will be created to demonstrate step-by-step guides for teachers to improve communication between teachers and their students and parents through TAC.	Teacher s			Two instructional videos completed. One video will be specific to individual emails and the second video is how to send to a whole class/all students.	Increased communication with students and parents.	
Template emails that can be modified by teachers will be created and accessible to assist teachers with communications to both students and parents.	Teacher s			Library of template emails will be complete.	Increased communication with students and parents.	
Emails involving campus-wide events will be created as customizable and accessible to teachers for use.	Administ rators, Teacher s			All campus-wide events will have an email template created.	Increased communication with students and parents.	
Each department will create a twitter/Instagram account.	Teacher s			Social media presence with all departments.	Increased communication with students and parents.	

WIG 2: ATC staff will raise student engagement and achievement through an increased number of instructional strategies utilized in the classroom .

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Train staff on research-based best practice instructional strategies	Administrators, Teachers			Professional development plan, student and teacher observation.	Evidence found in student engagement during classroom walkthroughs, PLC agendas, number of students passing courses, TTESS will reflect best practices in instruction and planning domains.	
Teacher self-reflection through end of course student surveys.	Teachers			Student completion of end of course surveys, revised lesson plans.	Increased student engagement, TTESS will reflect best practices in instruction and planning domains.	
Teachers will select one lesson from each 9-week grading period to improve, focusing specifically on the addition of a new instructional strategy.	Administrators, Teachers			PLC discussions, revised lesson plans, observed student engagement and teacher instruction.	PLC discussions, increased amount of instructional strategies embedded into lesson plans, TTESS will reflect best practices in instruction and planning domains.	

WIG 3: By May 2018, through implementation of Strengths-Based approaches, the ATC will improve the campus climate and culture as evidenced by an increase in the staff participation on the staff campus climate survey, including an increased positive response.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Strengths material incorporated in staff development days.	Administ rators, Teacher s			Consistent discussion of strengths during staff development days.	Ongoing discussions between staff regarding their strengths and implementation in the classroom.	
Attend team meetings.	Administ rators			Team tasks assigned based on strengths.	Efficiency of meetings.	

WIG 4: By May 2018, create and implement marketing support tools to strategically market programs to appropriate audiences at the appropriate grade levels.

Leads/Action Steps	Person(s)	Fund/\$ /FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Collect behind the scenes footage of class activities in all content areas throughout the year.	A/V students, classroom area teachers	None		A library is created of class activity footage.	General and focus area of videos will be created using the footage. These videos will be used to market all programs throughout the district and community.	
Update and utilize ATC website and social media accounts.	ATC staff, Principal, Principal's Administrative Assistant	None		Updated, streamlined campus website. Each campus dept. will have its own social media account to market and promote their program.	Students, parents and community members will be able to easily navigate the campus website. Students and programs will be spotlighted via social media.	
Create an ATC YouTube channel	A/V students, ATC staff, Principal, Principal's Administrative Assistant	None		Short videos created and edited from every content area.	Short videos that highlight, promote students and ATC courses.	
Research marketing techniques for increasing non-traditional enrollment	ATC staff, Principal, CLT team	None		Knowledge on how to develop new marketing methods for the next school year	Ideas will be utilized to increase marketing for non-traditional enrollment	

WIG 4: By May 2018, create and implement marketing support tools to strategically market programs to appropriate audiences at the appropriate grade levels.

Leads/Action Steps	Person(s)	Fund/\$ /FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Create Print Ads/Posters	Graphic Design & Commercial photography students, ATC staff	TBD		Print work to advertise in home campuses and middle schools	Ads and posters to market and promote the ATC	

Campus Leadership Team (CLT)

CLT Members

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

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

Date	Time	Location
August 4, 2017	8:00AM	ATC Lecture Hall
September 25, 2017	3:00PM	ATC Lecture Hall
More dates to follow - Monthly		

Fred Moore High School



Campus Improvement Plan 2017-18

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- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

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

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Mission, Vision, and Values

District Mission

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

School Mission

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

School Vision

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

School Values

As an integral part of the Ryan High School Zone, the Zone of "Champions", Fred Moore High School staff believes in doing whatever it takes to meet the needs of our stakeholders. Our values are the foundation that guide us in serving our stakeholders and meeting their needs. We value:

- School Connectedness
- Diversity
- Academic Excellence
- Post Secondary Readiness
- Self-Directed Learning
- Driven Environment
- Individual Strengths/Talents
- Maximizing Communication and Action

WIG 1: 75% of students taking the English I and II STAAR assessments during the 2017-18 administrations will score in either the *Approaches, Meets, or Masters* grade level performance range.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Direct teach instruction and academic support will occur for all students taking the English I & II STAAR assessments	Counselor English Teacher Academic Support Teachers			Master Schedule Student Schedules	Students will be actively engaged in STAAR prep	August 2017-April 2018
Teacher will analyze individual student STAAR data looking for trends in TEKS with lowest student performance	Principal English Teacher			AWARE reports T-TESS Goal document Teacher progress monitoring document	Teacher will focus on Learning targets and essential question aligned with data analysis findings	
District instructional support will be provided to teacher to assist with curriculum development, lesson planning, and implementing proven strategies that address student deficiencies	Principal English Teacher Instructional Support Teacher			Lesson plans Teacher/IST meetings Walkthroughs/Observations	Student retention and TEK mastery will improve on classroom summative and formative assessments	
Students will participate in goal setting sessions to track and monitor their progress in areas of deficiency	Principal Counselor English Teacher Academic Support Teachers			Goals setting and progress monitoring forms Teacher pacing guides Formative and summative assessment data	Students will take ownership of their learning and demonstrate knowledge of their own progress	
Provide highly qualified staff		SCE \$110,000 FTE 2.0				

WIG 2: During the 2017-18 school year, Fred Moore high School students will engage all students by having them identify their strengths using Gallup's StrengthsQuest assessment, and by requiring all students to actively participate in a mentoring program with TWU's College of Education.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Staff receive training on Gallup StrengthsFinder and take a strengths assessment	Principal Teachers Human Resources	SCE \$650		Team Strengths Talent Map	Staff responsibilities assigned based on strengths	
Campus Strengths Champion designated and attends professional development	Principal Teacher			Presentations during staff development Strengths materials	Plans and leads campus-wide strengths campaign	
Campus purchases student assessment codes from Learning Together	Principal					
Advisory teachers trained on test administration and all newly enrolled students are assessed	Strengths Champion Advisory Teachers			Staff Development Student Assessment results	Students are are knowledgeable of their strengths	
Incorporate Strengths Generations curriculum into Interpersonal Studies Course	Principal Teacher Strengths Champion			Teacher lesson plans Student work artifacts	Students have in depth knowledge of their strengths and how they affect their relationships and communication with others Students use knowledge of Strengths for career exploration	
Collaborate with TWU College of Education professor to identify mentors and complete background checks with Denton ISD	Principal Mentoring Program Coord.			Mentor spreadsheet Applitrack Volunteer Report		

WIG 2: During the 2017-18 school year, Fred Moore high School students will engage all students by having them identify their strengths using Gallup's StrengthsQuest assessment, and by requiring all students to actively participate in a mentoring program with TWU's College of Education.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Match mentors with FMHS students based on hobbies and interests and coordinate mentoring sessions	Principal Mentoring Coord.			Mentee applications completed Positive Proof Intercept system tracks mentor hours Mentor and mentee sessions during lunch	Mentees meet with mentors a minimum of once per week Mentees receive academic, and social/emotional support from mentors	

WIG 3: During the 2017-18 school year, all Fred Moore High School teachers and administration will participate in a Professional Learning Community (PLC) every three (3) weeks to identify the needs of struggling students and collaborate on proven strategies to maximize the performance of these students.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers and administration develop purpose, goals, norms, assign roles, and set meeting dates	Principal Teachers			PLC meeting calendar PLC agendas and minutes PLC charter	Teachers and administration develop a collaborative culture and demonstrate effective communication	
Principal and campus designee(s) will attend professional development to enhance PLC and help it thrive (<i>Solution Tree, PLC at Work</i>)	Principal Teachers	SCE \$2,178		Resources from professional development	Principal and Campus designee provide staff development on takeaways from training	
Principal incorporates district guidelines to facilitate PLC meetings and provide support to teachers	Principal			PLC agendas PLC minutes Book Study "Learning By Doing"	PLC is a viable and critical component of maximizing student performance	
Teachers take on leadership roles in PLC meetings	Teachers			PLC meetings facilitated by teachers and administration present as a resource	Teachers take ownership of PLC	
Teachers collect student progress data to identify struggling learners and implement strategies to support students	Principal Teachers			Teacher progress monitoring forms and pacing guides Teacher feedback on strategies during PLC meetings	PLC meetings will be data-driven	

WIG 4: During the 2017-18 school year, Fred Moore High School will improve postsecondary success for students by developing systems to monitor and opportunities to increase student participation in academic and engagement readiness activities.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Increase the number of students participating in exit exam testing (SAT, ACT, TSI) by 50%	Principal Counselor Learning Center (LC) Coord.			Counselor and Learning Center coordinator present to students about testing dates, locations, and processes once per semester Students sign-in for assistance with completing the exit exam registration process and to take ACT/SAT/TSI practice tests UNT Go Center active and visible on campus assisting with exit test processes, FAFSA and admissions	Increase in number of students enrolling in postsecondary institutions	October 2017 December 2017 February 2018 May 2018
Increase opportunities for students interested in joining the military to engage with recruiters and take the ASVAB test	Principal Counselor			Military recruiters are visible on campus during lunch or special events at least once a quarter ASVAB administration testing dates/locations posted Students sign-in for ASVAB practice tests	Increase in number of military enlistments	October 2017 February 2018 May 2018
Increase the number of students participating in clubs/organizations directly connected with the community by 25%	Principal Club Sponsor Counselor			Club/organization activities highly publicized on campus, website, and during admission interviews Club/organization leaders actively recruit new members	Increase in the number of students demonstrating leadership skills and creating a positive school culture	October 2017 - April 2018

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance		All		African American		Hispanic		White		American Indian		Asian												
Reading	from	80	to	52	from	100	to	0	from	0	to	60	from	82	to	56	from	-	to	100	from	-	to	-
Mathematics	from	67	to	63	from	100	to	0	from	100	to	100	from	100	to	50	from	-	to	-	from	-	to	-
Writing	from	-%	to	-	from	-%	to	-	from	-%	to	-	from	-%	to	-	from	-	to	-	from	-	to	-
Science	from	76	to	92	from	-	to	0	from	100	to	100	from	100	to	100	from	-	to	-	from	-	to	-
Social Studies	from	92	to	100	from	75	to	-	from	-	to	100	from	100	to	100	from	-	to	100	from	-	to	-
Performance		Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Current & Monitored)		ELL (Current)												
Reading	from	-	to	-	from	-	to	-	from	80	to	36	from	67	to	0	from	-	to	25	from	-	to	-
Mathematics	from	-	to	-	from	-	to	-	from	100	to	33	from	100	to	-	from	-	to	100	from	-	to	-
Writing	from	-%	to	-	from	-%	to	-	from	-%	to	-	from	-%	to	-	from	-%	to	-	from	-	to	-
Science	from	-	to	-	from	-	to	-	from	-	to	0	from	-	to	50	from	-	to	-	from	-	to	-
Social Studies	from	-	to	-	from	-	to	-	from	67	to	100	from	67	to	-	from	-	to	100	from	-	to	-
Participation		All		African American		Hispanic		White		American Indian		Asian												
Reading	from	90	to	94	from	100	to	100	from	100	to	100	from	93	to	83	from	-	to	100	from	0	to	-
Mathematics	from	100	to	95	from	100	to	50	from	100	to	100	from	100	to	100	from	-	to	-	from	-	to	-
Participation		Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Current & Monitored)		ELL (Current)												
Reading	from	-	to	-	from	-	to	-	from	100	to	90	from	100	to	100	from	-	to	-	from	-	to	100
Mathematics	from	-	to	-	from	-	to	-	from	100	to	100	from	100	to	100	from	-	to	-	from	-	to	100
Graduation		All		African American		Hispanic		White		American Indian		Asian												
4-year 2015	from	73.2	to	72.7	from	75	to	50	from	61.1	to	58.3	from	84.2	to	87.5	from	-	to	-	from	-	to	50
4-year 2014	from	51.8	to	73.2	from	20	to	75	from	37.5	to	61.1	from	62.5	to	84.2	from	0	to	-	from	-	to	-
5-year 2014	from	75	to	97.6	from	25	to	100	from	78.6	to	94.4	from	80.6	to	100	from	0	to	-	from	-	to	-
Graduation		Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Ever HS)		ELL (Current)												
4-year 2015	from	-	to	-	from	-	to	-	from	59.1	to	64.3	from	77.8	to	100	from	80	to	66.7	from	-	to	-
4-year 2014	from	-	to	-	from	100	to	-	from	51.6	to	59.1	from	100	to	77.8	from	50	to	80	from	-	to	-
5-year 2014	from	-	to	-	from	100	to	-	from	69.2	to	95.5	from	100	to	100	from	83.3	to	100	from	-	to	-



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Denton ISD Scope & Sequence
Online-learning Data (Odysseyware, Class Zone, Online textbooks, Google Classroom)
T-TESS Conferences and Observations
Look 2 Learning Walks
Student grades
STAAR Testing Data

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">● Student mastery of content is the norm. Students do not "fail" here because of the flexibility that allows mastery before moving on in the curriculum.● Direct teach is offered in each STAAR tested subject.● Professional Learning Community exists that focuses on identifying struggling learners and collaborating on strategies to maximize student performance● Blended learning opportunities continue to be developed by the teachers and content coordinators.● Horizontal and vertical alignment with district for teachers along with support from District Instructional Teachers (coordinators)	Dual credit and advanced placement opportunities

Summary of Needs

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

We need to collaborate with other campuses to enhance postsecondary readiness through advanced placement and dual credit opportunities for our students. Advanced placement opportunities would be provided outside of the accelerated instructional track. Therefore flexibility with scheduling and

additional funding from state compensatory funds may be needed to hire qualified staff to teach AP curriculum or pursue distance learning options.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

eSchools and Cognos reports
Data dashboard reports
TEA TAPR reports
Enrollment
Graduation, Completion, Dropout, and GED Rates
TDPS data
At-Risk
Special Programs participation
Teacher-student ratios

Mobility rates
Courses taken

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">● Teacher-student ratios are smaller than those of comprehensive high schools● Attendance rates are improving due to implementation of the TDPS system and staff dedicated to monitoring and providing interventions for truancy● Lower dropout rates because of collaborative efforts with Adult Education and Literacy offering the GED option● Special population students (ESL, 504, and Special Education) students services are aligned with district, closely monitored, and staff receives on-going training on annual updates● Diversity in student body as enrollment includes students from Denton ISD and surrounding districts	Due to large number of students enrolling that qualify for at-risk, a full-time student assistance counselor is needed.

Summary of Needs

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

A full-time student assistance counselor is needed or one who is available no less than 3 days per week to support the social/emotional needs of the high population of at-risk students. Nearly 30% of our student population meets criteria #13 due to placement in facilities for detention, emergency shelter, psychiatric, and residential treatments, alone. Other social/emotional stressors are experienced by another 30% of our at-risk population to include teen parent, homelessness, and probation, etc.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Community Volunteers (UNT, TWU, Denton Rotary, Local churches)
School Messenger
Campus Leadership Team
Campus Engagement Survey Data
Community Service Agencies
Parent and Community participation (College and Career Day, Special Events/programs)
Admission Interviews with parents and students
Parent/ Student Conferences

Findings/Analysis

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

Strengths...	Needs...
Teen Parent program Access to Licensed Social Worker Homebound Services Mentoring Program with TWU and community leaders	Rebranding of Fred Moore HS to eradicate the negative connotation associated with being an alternative campus

Summary of Needs

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

So that the district and community better understand the services Fred Moore provides and the types of students who can benefit from our services, Fred Moore High School will launch efforts to rebrand our school. These efforts will include promotional video, brochures, and presentations by staff to various entities.



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Master schedule Bell schedule Campus Leadership Team Staff Responsibilities Matrix Professional Learning Community Dragon's Lair Newsletter Google Docs

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">● Continuity is strong as staff turnover is low● Advisory period and PLC allows for teachers to be deliberate with goal setting and progress monitoring● Two additional instructional aides have provided much needed support with attendance and discipline monitoring● Teachers and parents are involved in campus leadership and decision-making	Strengthening of the PLC process and CLT structure

Summary of Needs

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

Professional development to help PLC thrive in an on-line learning environment. Because the curriculum is set, PLC is focused more on the social/emotional needs of students and their behaviors. Our staff needs training in how to run an effective and viable PLC to address student needs in these areas.



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Engagement Survey
Student surveys
T-TESS conferences and observations
Look 2 Learning Walks
Parent/Student conferences
Staff Meetings
One-on-ones with staff

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Students feel the culture is positive ● Parents like addition of the Positive Proof Intercept system as a safety enhancement at school ● Parents, staff, and students like the convenience of the new bus route system because of the convenience it provides ● Students, staff, and parents like the new gym flooring and painted hallways ● Student and staff enjoy the new lunch options and variety ● Academic expectations are high according to parents, staff, and students ● Students and staff like the updates to the PA system and addition of digital display in the cafeteria 	<p>More clubs/organizations directly related to the community</p> <p>Additional painting needed in gym along with audio/visual equipment so that the gym is multipurpose room</p>

Summary of Needs

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

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



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

T-TESS
Staff certifications through SBEC
Staff mobility
Teacher-student ratios
Graduation Plans for students
Graduation, Completion, Dropout, GED rates

Course completions
Staff effectiveness ratings

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">● Every teacher is highly qualified● Site-based decision making● Flexibility of scheduling promotes acceleration of credits earned by students● Teachers and staff are active members of the CLT● Low teacher turnover● Administration is very supportive of staff and encourages staff to share/implement ideas	An additional English teacher is needed to support campus goals of improving English STAAR test results.

Summary of Needs

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

The addition of an extra FTE for English will reduce English class sizes and support campus goal of improving English I and II STAAR test scores. A second English teacher will allow for individualized instruction in the higher and lower English courses.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State assessment data Exit test data (SAT/ACT/TSI) ASVAB test data Diploma types Graduation and Completion Rates Classroom formative and assessment data

Findings/Analysis

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

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

Strengths...	Needs...
Reduced number of students graduating on the foundation plan. Over 80% of students graduate on recommended plan with multidisciplinary endorsement. Increase in Postsecondary Readiness Index	Improve English I and II STAAR test results in the areas of writing and literary/informational text analysis. Increase student participation in exit tests and thoroughly capture data on military enlistments and student participation in clubs/organizations

Summary of Needs

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

Increase academic and engagement readiness percentages by systematically monitoring student participation in exit exams, clubs/organizations directly related to the community, and our military enlistments.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Infusing digital signage in highly visible student and visitor areas
Positive Proof Intercept Safety Management database
Dell Laptops and chromebooks 1:1 student ratio
Odysseyware
School Messenger
LanSchool
Google Docs

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">● Staff has adequate level of proficiency with technology● Staff feel use of technology is essential● Google classroom is being utilized as an instructional aide and progress monitoring tool● District supports campus with technology needs and services● TIA conference provides excellent technological training and resources for staff	Jetpacks from Verizon to assist student without internet capability at home

Summary of Needs

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

The campus desires to implement a loaner program to support the academic needs of students without internet capability at home. This would require 12 month contracts with Verizon per hotspot and insurance coverage on each device.



Summary of Priority Needs

Demographics...

A full-time student assistance counselor is needed or one who is available no less than 3 days per week to support the social/emotional needs of the high population of at-risk students. Nearly 30% of our student population meets criteria #13 due to placement in facilities for detention, emergency shelter, psychiatric, and residential treatments, alone. Other social/emotional stressors are experienced by another 30% of our at-risk population to include teen parent, homelessness, probation, etc.

Student Achievement...

Increase academic and engagement readiness percentages by systematically monitoring student participation in exit exams, clubs/organizations directly related to the community, and our military enlistments

School Culture and Climate...

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

Staff recognizes the continued need for building improvements.

Staff Quality, Recruitment and Retention...

The addition of an extra FTE for English will reduce English class sizes and support campus goal of improving English I and II STAAR test scores. A second English teacher will allow for individualized instruction in the higher and lower English courses.

Curriculum, Instruction, and Assessment...

We need to collaborate with other campuses to enhance postsecondary readiness through advanced placement and dual credit opportunities for our students. Advanced placement opportunities would be provided outside of the accelerated instructional track. Therefore flexibility with scheduling and additional funding from state compensatory funds may be needed to hire qualified staff to teach AP curriculum or pursue distance learning options.

Family and Community Involvement...

So that the district and community better understand the services Fred Moore provides and the types of students who can benefit from our services, Fred Moore High School will launch efforts to rebrand our school. These efforts will include promotional video, brochures, and presentations by staff to various entities.

School Context and Organization...

Professional development to help PLC thrive in an on-line learning environment. Because the curriculum is set, PLC is focused more on the social/emotional needs of students and their behaviors. Our staff needs training in how to run an effective and viable PLC to address student needs in these areas.

Technology...

The campus desires to implement a loaner program to support the academic needs of students without internet capability at home. This would require 12 month contracts with Verizon per hotspot and insurance coverage on each device.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Principal	Marilyn Rabsatt
English Teacher	Cathleen Brackeen
Mathematics Teacher	Julie Phillips
Social Studies Teacher	Melinda Schultz
Special Education Teacher	April Siver
Career & Technology Teacher	Molly Swindle
World Languages Teacher	Toby Thomason
Science Teacher	Countressa Ware
Campus-Based Nonteaching Professional	Trevina Willis, <i>Counselor</i>
Campus-Based Nonteaching Professional	Octaviano Garza, <i>Adult Education & Literacy Director</i>
Campus-Based Para or Operations Staff Rep	Miranda Pena, <i>Instructional Aide</i>
District-Level Professional	Regina Wright, <i>Human Resources Director</i>
Parent Rep	Stacy Bourns
Community Rep	Patricia Lathan-Harkless
Business Rep	Bruce Davis, <i>Davis Photography Studio</i>

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

Date	Time	Location
September 21, 2017	3:00 p.m.	Fred Moore High School
December 7, 2017	3:00 p.m.	Fred Moore High School
March 1, 2018	3:00 p.m.	Fred Moore High School
May 3, 2018	3:00 p.m.	Fred Moore High School

Bettye Myers Middle School



Campus Improvement Plan 2017 - 2018

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- III. Mission, Vision, and Values
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 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

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

School Vision

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

School Values

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

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

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

WIG 1: By May 2018, student achievement in all areas will improve by a minimum of 5 points as compared to the state average (Social Studies & Science by 10 Points), while reducing the instructional achievement gaps in subpopulations by a minimum of 5% as compared to the state average (Social Studies and Science by 10%) as measured by district benchmarks, common assessments, and state assessments.

Lead /Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All core area teachers will increase the amount of time they work with the district IST's, to improve instructional design and delivery and to increase student engagement and achievement. The district's IST's will work with individual teachers, during PLC's and grade level teacher meetings. *Addresses System Safeguards	IST's, Dept. Chairs, Admin.			PLC & Team Lead Agenda & sign-in sheets Lesson plans Instructional walks	Common Assessments Practice STAAR AWARE Data Increased Student Achievement	
Provide AWARE and Content Data Analysis training to all core content staff. Include teachers in the assessment and decision making process to monitor individual student data for learning and instruction design. Team and Dept. PLCs will have data analysis on meeting agendas. Increase the number of campus Instructional walks and use data from these walks to improve instruction and student achievement.	ITS L. Meza Dept. Chair Admin. Team Leads			AWARE Training PLC Agenda & Sign in Common Assessments Instructional Walkthroughs	Common Assessments AWARE Data Instructional Walk Data Increased Student Achievement	
Provide time during the school day for all core content department chairs to observe and mentor teachers in their department to ensure strategies are being used to close the achievement gap (differentiation, interaction with students most at-risk, higher level questioning, student discussions, Positive, confidence building statements directed toward students, etc.) and provide feedback that will increase data driven targeted instruction to all students, especially our at-risk population. *Addresses System Safeguards	Admin. Dept. Chairs IST's Teachers Secondary Curr. Dept.	SCE: \$5,000		Observation Data Meeting with Curriculum Dept. & IST's Lesson Plans Data Analysis with Instructional adjustments	Increased student engagement and achievement. Bell to bell teaching Activity alignment to TEKS	
Science, Social Studies, Reading, ELA, and	Teachers,	SCE:		Achieve 3000 Data	Student Achievement	10/16 - No Progress

WIG 1: By May 2018, student achievement in all areas will improve by a minimum of 5 points as compared to the state average (Social Studies & Science by 10 Points), while reducing the instructional achievement gaps in subpopulations by a minimum of 5% as compared to the state average (Social Studies and Science by 10%) as measured by district benchmarks, common assessments, and state assessments.

Lead /Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Math and Reading teachers will identify students in need of targeted learning of specific TEKS, and provide accelerated instruction and tutoring during the school day during advisory and outside the school day. Students in need of outside the school day will be referred to the CIS/ACE program. Teachers will also provide alternate room furnishings that will allow students who need movement to focus this opportunity, without disrupting the learning environment. *Addresses System Safeguards	Admin. CIS/ACE Couns. Parents Vol. Mentors	\$12,500		ACE/CIS Enrollment TAC Data RTI	Increase in teacher & parent referral	
Enhance instruction and student engagement among at risk subpopulations by implementing the integration of technology devices, software and apps for student use during classroom instruction, including IXL, All-In-Learning, MAP, Compass, Classroom Libraries, Caulkins Writing Kits, Advisory, and ACE tutoring. Maximize the use of technology integration before, during, and after school learning to engage the students in their learning objectives. *Addresses System Safeguards	ITS Teachers Admin. Dept. Chair Team Lead ACE/CIS Librarian	SCE: \$35,339.67		Technology Check Out Book Check Out Instructional Walk Data ACE Reports	Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement	
Implement campus wide focus on literacy and provide training to support this goal. Create "Reading Zones" that will encourage students who struggle with reading to read before school, after school, and during lunch time. Communicate with and educate parents regarding how they can support students with reading in the home environment, including software to access at home. *Addresses System Safeguards	Librarian, IST's, PTA, Admin., Dept. Chairs, ACE/CIS	\$5,000.00		Social Media Posts, Zone Usage, Parent Surveys, ACE reports	Increased Student Achievement Closing Achievement Gap Student Engagement	
Utilize computer based programs such as, IXL	Librarian	SCE:		Software Usage	Software Access during	

WIG 1: By May 2018, student achievement in all areas will improve by a minimum of 5 points as compared to the state average (Social Studies & Science by 10 Points), while reducing the instructional achievement gaps in subpopulations by a minimum of 5% as compared to the state average (Social Studies and Science by 10%) as measured by district benchmarks, common assessments, and state assessments.

Lead /Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Learning, Fast Math, Achieve 3000, Brainpop, Scholastic Read 180, No Red Ink, Compass Learning, etc. to accelerate, or enhance student learning in Science, Social Studies, Math, and Reading. *Addresses System Safeguards	ITS Teachers Dept. Chair	\$10,000.00 SCE: \$60,000 FTEs: 1.0		Lesson Plans Tutoring Plans	school and outside of school hours Decreasing Achievement Gap Student Achievement	
Provide staff development opportunities for faculty & staff, to fully understand the PLC process and how to implement best practices that focus on student learning and re-learning for our at-risk population. Utilize the district's ISTs to provide additional content specific professional development & support the implementation of strategies learned from staff development. *Addresses System Safeguards	Admin. IST's Second. Curr. Solution Tree Consult.	SCE: \$10,000.00		Lesson Plans Instructional Walk Data Team and Department PLC Agendas Staff Development agendas & Sign-In	Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement	
Transform campus based Rtl into MTSS by providing proactive supports for students throughout school year. Continue to integrate campus based MTSS committee with district level support. Provide professional development to assist teachers with the implementation of MTSS procedures designed to meet academic achievement, improve attendance and behavior standards through earlier support and intervention. Continue to develop structure and consistency with student expectations, including revisited expectations and teacher accountability.	MTSS Comm. Admin. Counsel. Diag. Dysl. Teachers 504 Dir.			MTSS Procedures & Forms Professional Dev. Agenda & Sign-In Sheet, number of discipline reports, Instructional Walkthroughs	Consistency in 504 procedures Efficient referrals MTSS Interventions, stronger Tier I interventions in the classroom	
Provide ongoing professional development and training to ensure the needs of GT, Enhanced, Pre-AP students are met. Assess students for Pre-AP or Enhanced	G/T Coord. Admin. Counsel. EXPO			Staff Development Agenda Testing Data Pre-AP/Honors Enrollment Master Schedule	Increased enrollment in G/T courses and programs Increase in Masters Grade Level	

WIG 1: By May 2018, student achievement in all areas will improve by a minimum of 5 points as compared to the state average (Social Studies & Science by 10 Points), while reducing the instructional achievement gaps in subpopulations by a minimum of 5% as compared to the state average (Social Studies and Science by 10%) as measured by district benchmarks, common assessments, and state assessments.

Lead /Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
identification throughout the school year and as a part of transition to next school year. Ensure representation of sub populations that reflect our diverse student population.	Teachers					
Closely monitor student attendance and intervene early when students are not attending school according the compulsory attendance law. Conduct regular attendance review meetings and attendance conferences with students at risk. Include parents in attendance awareness, student conference meetings, and Parent attendance meetings. Conduct home visits with students and families where attendance is a concern. Intentionally reduce the amount of time students spend outside of the learning environment.	Attend. Clerk Admin Teachers Counsel. ARC CIS/ACE			Attendance Data Truancy Report Home Visit Logs Outreach Sign-In	Improved Attendance Increased Parent Engagement Improved Student Achievement	
Continue to promote bell to bell instruction, including the use of bell ringers aligned to the TEKS and STAAR rigor, Increased academic language, higher level questioning, increased student conversations through academic vocabulary, differentiation, technology integration, and increased student engagement and content specific conversations in the classroom. Use PLC time to focus on student learning through clearly aligned learning targets. Develop campus wide focus on literacy involving all courses, while aligning objectives to the high school's identified transition needs. *Addresses System Safeguards	Admin. Dept. Chairs ELL Dept. Secondary Cur. Dept. Librarian, High Sch Associate Principal			Instructional Walkthroughs Observations PLC & Faculty Agendas Vertical Zone Walks Vertical Zone PLC's	Increased student achievement Increased student engagement Increased Instructional Walks & Improvement in Instructional Walks data Zone Agenda	
Continue to partner with ACE and CIS to	Admin.,			Mentor roster, ACE lesson	Increased parent	

WIG 1: By May 2018, student achievement in all areas will improve by a minimum of 5 points as compared to the state average (Social Studies & Science by 10 Points), while reducing the instructional achievement gaps in subpopulations by a minimum of 5% as compared to the state average (Social Studies and Science by 10%) as measured by district benchmarks, common assessments, and state assessments.

Lead /Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
provided mentors for at risk students, to provide extended school day support for at risk students, and to engage the parents of our at risk students in parent education sessions on and off site.	counsel., CIS, ACE			plans, Parent engagement agendas,	engagement, Increased mentors, Increased student achievement.	
Implement Saturday School for students with excessive absences, persistent misbehaviors, and for students who need additional opportunities for reteaching and reassessment to close academic gaps. *Addresses System Safeguards	Admin., Interns, Teachers	SCE: \$10,000		Saturday school sign-in sheet and Agenda, Student grades, student attendance	Improved attendance, Improved behavior, improved student achievement	

WIG 2: By May 2018, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue to involve all students in at least 1 student organization. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration. Invite the community to participate in these assemblies.	Teachers, Sponsor, Counsel, Admin., Students, ACE, High School Staff & Students			Club rosters, website, student involvement, attendance sheets	Attendance rate above 97%, Student Achievement, Student Eligibility in UIL Activities	
Develop programs to mentor at-risk students before and after school, as well as during the school day. Develop and involve student leaders groups in these mentoring programs. Offer support and guidance, through mentoring, to individual students a minimum of 2 times per month.	Teachers, Sponsor, Counsel., Admin., Students, ACE, CIS, Mentors			Meeting Agendas, Visitor Sign In, Master Schedule, Student Survey	Increased Mentors, Increased Student Achievement	
Develop positive relationships and maintain a caring and supportive campus culture through cooperative learning, frequent student recognition, and reinforcing efforts. Reinforce PBIS CHAMPS skills. Implement Strength Based Academy at BMMS. Professional development and ongoing training for all teachers and 6th grade students. Partner with RHS Blast program for additional mentoring.	Teachers, Counsel., Admin.,	SCE: \$3,000		Staff Development sign-in and agenda, CHAMPS posters displayed in common areas, Academic Assemblies and pep rallies, lesson plans from strength based training	Increased student achievement, reduce discipline referrals	
Utilize motivational speaker in a school wide assemblies to increase awareness character and of bullying among students and staff, and create student ambassadors from identified at risk students to carry this theme	Admin., Teachers, Counsel.	SCE: \$7,000		Webpage, agenda/ sign-in, student survey, discipline data, counselor referrals	Reduced discipline data, better reporting of bullying to counselors	

WIG 2: By May 2018, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
throughout the year. Improve communication and education about bullying through the development training for staff and parents, a bullying webpage, and parent engagement sessions.						
Encourage ELLs to participate in GOAL and Pink Ladies. Encourage African American females to participate in Mighty Titan Girls and African American Males to participate in Valuable Lessons. Encourage students to join Student Leadership group and Student PTA. Collaborate with mentors to provide tutoring and community service opportunities through these organizations.	Admin., Teachers, Counsel., Sponsors/ Mentors	SCE: \$3,000		Club rosters, Mentor sign-in, Valuable Lessons	Student Survey, increased student participation, increased student achievement	
Collaborate with elementary and high schools in the BMMS feeder path to align transitional activities and programs that will assist students with the transition to 6th and 9th grade. Increase communications with 5th grade and 9th grade teachers. Communicate with parents in the elementary feeder schools to prepare students for this transition. Provide transitional preparation programs for parents of current 5th and 8th grade students.	Admin., Teachers, Counsel., IST	SCE: \$1,500		Agendas, School Messenger reports	Increased student achievement, increased student participation	
Parents and students will be invited to attend multiple family night training sessions designed to provide information and strategies that parents can use to increase their involvement in their child's school and in their child's academic achievement, and to increase parent's knowledge of curriculum and district programs available to	Admin., Teachers, Counsel., ACE,	SCE: \$2,500		Agendas, Family Engagement Nights, School Messenger reports	Increased Parent Engagement on Campus, Increased Parent Partnerships	

WIG 2: By May 2018, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
students. Target parents of ELL students and provide programs that will assist with the English language and meet the rigor of achievement standards.						
Provide opportunities for parent representation on school committees and parent involvement on campus in a volunteer or mentor role.	Admin., Teachers, Counsel.			Agendas, sign-In sheers, Committee rosters, School Messenger reports	Increased Parent Engagement on Campus, Increased Parent Partnerships	
Identify and Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, administrative internships, and venues to showcase leadership talents.	Admin., Teachers, Counsel.	SCE: \$800		Master Schedule, Leadership Opportunities, Staff Development agendas, Leadership Committees, T-TESS	Increased teacher-leader roles at BMMS	
Develop Student Leader Groups that will allow student voice in campus decisions, as well as the tolerance and understanding of others. Provide positive diverse visuals, selected by students, to reinforce positive decisions among at risk student groups. Allow students to take the lead in celebrating diversity.	Teachers, Sponsor, Counsel., Admin., CIS,ACE			Daily announcements, Student led activities, Student surveys, Diverse school decorations	Increased student involvement, increase student satisfaction	



Demographics

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

ⁿ enrollment	ⁿ Teacher Student Ratios
ⁿ Gender	ⁿ Special Programs Participation
ⁿ TEA 2016-17 BMMS School Report Carc	ⁿ
ⁿ Mobility/Stability	ⁿ
ⁿ At-Risk Category	ⁿ

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

Findings/Analysis

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

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

Strengths

Needs

n	staff meetings	n	full time SRO
n	academic pep rallies	n	increased admin support for negative student classroom behaviors
n	community support (Shady Shores Baptist Church, etc.)	n	reduce class size to be more in line with both the District and ideally the State
n	campus facilities	n	equalize perception of student discipline across staff & student groups
n	sense of safety	n	~mean girls group focusing on conflict resolution skills
n	student bully coalition	n	comparable boys group focusing on horseplay, etc.
n	staff hallway presence	n	gender specific assemblies
n	Options for extra-curricular involvement	n	hallway CHAMPS revisiting including transitioning etiquette
n		n	
n		n	

Summary of Needs

n	additional funding to better serve the needs of the Title I student body
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School Culture and Climate

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

n	_____	n	_____
n	_____	n	_____
n	_____	n	_____
n	_____	n	_____
n	_____	n	_____

n



Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

ⁿ TEA 2016 Accountability Summary	ⁿ Administration
ⁿ TEA 2015-2016 School Report Card	ⁿ
ⁿ 2015-2016 Texas Academic Performanc	ⁿ
ⁿ Classroom teachers	ⁿ
ⁿ Counselors	ⁿ

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

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." - Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n 2016 Accountability Rating: Met Standard
- n Attendance Rates 96.

- n Students are being successful on STAAR

- n Student exceeded progress measure
- n 2015 Writing Scores were 70%

- n Postsecondary Readiness

- n Advisory and Afterschool Tutorials

- n Acceleration during the school day
- n Celebration of student achievement

- n Student involvement in organizations

Needs

- n Closing Performance Gaps-
- n Continue interventions that will aid in closing gaps

- n Continue to emphasize the importance of attendance

- n Increase Distinction Designation

- n Increase % for all students exceeding progress

- n Increase 7th grade Writing 2016 64%

- n Increase % of African Americans, ELL, SPED

- n Increase 8th Grade Science & Social Studies STAAR Scores

- n Increase Reading scores at all grade levels

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- n

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Summary of Needs

- Continue interventions that will aid in closing gaps among all sub-populations. Continue to emphasize the importance of attendance.
- n Provide Reading/listening opportunities for all students daily to read. Example Reading nights, DEAR day, and authors talks. Continue to analyze data and use this data to guide instructions.

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Staff Quality, Recruitment and Retention

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

▫ 2015-2016 TAPR	▫
▫ Meghan Lenert- Teacher	▫
▫ Stacey Hayes	▫
▫ Culture and Climate Survey	▫
▫ Employee Engagement Survey	▫

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.***

Strengths

- n Teacher recognition- Teacher of the month, WOW's, Look to Learning, Sunshine Committee

- n Support within the campus- Mentor teachers: a person on campus to assist with anything from discipline to lesson planning, experienced teachers with knowledge in all areas.

- n Support within the district -New teacher academy: Part of a group, connect with all teachers from other campuses, monthly training, a place to ask questions.

- n A variety of staff in leadership roles

- n Higher pay for advanced degrees

- n Advanced classes encouraged

- n Hiring of highly qualified teachers

- n 70% have favorable views of their work environment

- n

- n

Needs

- n Teacher pay a concern

- n Communication/ Support in discipline of students

- n High work loads

- n Promotions not fairly rewarded

- n Availability of substitutes (cannot feel that they can take a day off when needed

- n Open lines of communication

- n Teacher retention rose from 18% in both the 2013-14 and 2014-15 school years to 28% in the 2015-2016 school year. There is 11 resignments/retirements as of 05/19 of this school year

- n Targeted professional development

- n Increase Faculty/ staff appreciation and morale

- n

Summary of Needs

n Increase communication regarding discipline of students. Empower teachers in the disciplinary process. Restorative discipline in ISS, but also have more structure. Review and revamp CHAMPs in the common areas.

n Teacher pay is a district and school board decision. TCC representatives will continue to communicate this need.

n Teachers are contacting their preferred subs. Hiring substitutes falls under Appli Track.

n Open the lines of communication between teachers/ staff and administrators.

n All faculty and staff feel equally valued. All faculty and staff have opportunities for promotions and leadership roles.

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Curriculum, Instruction and Assessment

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

▫ Curriculum Documents	▫ _____
▫ L2L Data	▫ _____
▫ Teacher questionairre	▫ _____
▫ _____	▫ _____
▫ _____	▫ _____

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.***

Strengths

- n Engaging Classrooms

- n Assessments

- n Differentiation

- n Vertical and horizontal planning

- n Advisory and Tutorials

- n Using data to inform instruction

- n 21st century learning strategies

- n Technology embedded in TEKS

- n

- n

Needs

- n Higher-level Questioning

- n Differentiation of the work

- n Increasing high-yield strategies

- n Vertical alignment

- n

- n

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Summary of Needs

- n Training/modeling for differentiating the work

- n HAC training for parents

- n Aware training for teacher-made assessments

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Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

n	
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n	n
_____	_____
n	n
_____	_____

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." - Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Student motivation and goal setting through awards, luncheons, and recognition

- n Increasing membership in PTA

- n Fundraising through community involvement

- n Student participation in PTA (48 Members)

- n Support for Fine Arts through Reflections Contest (51 Participants). 7 advanced past the district level.

- n Community Support through area churches

- n Family Engagement Nights

- n Volunteer and Mentor Hours (11 Mentors, 75 students receiving individual tutoring.)

- n Increase teacher appreciation monthly

- n

Needs

- n Increase in parent involvement with PTA

- n Increase in mentors

- n PTA Student Club with Sponsor

- n PTA ESL Parent Liaison

- n Increase Core Content involvement in Reflections Contest

- n Improve communications coming from PTA

- n Schedule of meetings in advance

- n

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Summary of Needs

- n

- n Personal contact with volunteers when requesting their assistance. Move a couple of PTA meetings off site to engage parents that cannot attend meetings on campus. Continue to increase the number of mentors available to BMMS. Implement a Watch DOG program.

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School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|--|---|
| ⁿ <u>School structure</u> | ⁿ <u>Campus decision-making processes</u> |
| ⁿ <u>Master schedule</u> | ⁿ <u>Duty Rosters</u> |
| ⁿ <u>Physical environment</u> | ⁿ <u>Program support services</u> |
| ⁿ <u>Schedule for support services</u> | ⁿ <u>Communication</u> |
| ⁿ _____ | ⁿ <u>Monitoring in hallways for participation</u> |

n



Technology

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | | |
|--|---|--|
| ▫ Bright Bytes Survey | ▫ | |
| ▫ Face to Face discussions with admin, teachers, and campus tech | ▫ | |
| ▫ District Technology Personnel | ▫ | |
| ▫ | ▫ | |
| ▫ | ▫ | |

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

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." - Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n 90% of students have internet access at home

- n 83% of students have their own device

- n 81% of teachers say they can solve their own technology issues

- n 83% of teachers say they learn technology easily

- n 72% of teachers ask their students to complete online assessments at least monthly

- n 73% of students are asked to collaborate online with classmates at least monthly

- n 78% of your teachers who use assistive technology use it with students at least monthly

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Needs

- n Online writing and publishing, only 33% of students do this on monthly level

- n 52% of students are asked to solve authentic problems using technology

- n 62% of teachers spend less than 3 hours a year on digital citizenship

- n Multimedia skills is uncomfortable for 45% of teachers

- n Additional hardware including class sets of headphones for Social Studies and Science teachers Chromebook class sets.

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Summary of Needs

Technology is a key driver towards instruction that impacts student learning outcomes, both on standardized assessments and for 21st Century Learning skills. Students must have regular opportunities to engage in the 4Cs. In addition, they must have access to the instant feedback enabled by digital assessment and customized assistive technology. Being aware of the classroom setting and the typical learning experiences afforded to students is the first step towards the cultivation of 21st Century Learning.

n Additional hardware resources (Chromebooks, iPads, etc).

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Demographics

additional funding to better serve the needs of the Title I student body

Student Achievement

Continue interventions that will a

School Culture and Climate

Teacher Quality

Increase communication regardin
Teacher pay is a district and scho
Teachers are contacting their pre
Open the lines of communication
All faculty and staff feel equally \

Curriculum, Instruction and Assessment

Training/modeling for differentiating the work
HAC training for parents
Aware training for teacher-made assessments

Family & Community Involven

Personal contact with volunteers

School Context & Organization

Communication: between admin., teacher, parent, counselor, and student
Perception: showing off the wonderful things we do for students so everyone kno
Focus: throughout the year we lose focus on important goals (start off strong, an
lose focus)

Technology

Technology is a key driver toward
Additional hardware resources (Cl

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	April Harris
Teacher	Tania Seda
Teacher	Susan Thomas
Teacher	Jessica Campos
Teacher	Lance Simon
Teacher	Jonathan Austin
Teacher	Karen Anderson
Campus-Based Nonteaching Professional	Stephanie Buckner
Campus-Based Para or Operations Staff Rep	Silva Jackson
District-Level Professional	Barb Haflich
Parent Rep	Gretta Hurd
Community Rep	Linda Peyton
Community Rep	Suzette Jones
Business Rep	
Business Rep	Amanda Thaner

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

Date	Time	Location
Aug. 9	1:00 pm	BMMS Conference Room
Aug. 25	3:45 pm	BMMS Conference Room
Sept. 14	3:45 pm	BMMS Conference Room
Dec. 14	3:45 pm	BMMS Conference Room
Feb. 15	3:45 pm	BMMS Conference Room
Apr. 19	3:45 pm	BMMS Conference Room
May 17	3:45 pm	BMMS Conference Room

Strickland Middle School



Campus Improvement Plan 2017-18

Table of Contents

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

Campus Improvement Planning Processes and Procedures

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

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

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

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

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

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

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

School Vision

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

School Values

Strickland Vikings:

Grit
Respect
Own It
Willing and Ready to learn

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

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

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide small group tutoring to all students at-risk of not meeting expectations on STAAR in all tested subject areas. [addresses missed system safeguard]	Principal, teachers	\$21,800 SCE		Tutorial schedule and attendance	STAAR results	
Double-blocked reading classes for students at-risk in reading (any appropriate combination of reading, EXPO, ESL reading, Read 180, dyslexia, or accelerated reading). [addresses missed system safeguard]	Principal, counselors	\$60,000 SCE 1 FTE		Schedule	Student achievement data Growth measures	
Build library collection with multi-level/high interest material (fiction and nonfiction), with selections based on needs of students in Read 180 and accelerated reading classes as well as ELL students in sheltered instruction. [addresses missed system safeguard]	Principal, librarian, teachers	\$10,000 SCE		Library collection Inventory/order	Library usage report	
Schedule grade level math and accelerated math for all students not mastering grade level TEKS. [addresses missed system safeguard]	Principal, counselors	\$30,000 SCE .5 FTE		Schedule	Common assessment and benchmark data	
Staff book study	Principal, teachers	\$4000 SCE		PD plans		
Continue to implement Book Whisperer strategies in all reading classes as well as school wide with staff. Challenge all to read 40 books.	Principal, reading teachers, librarian	\$1200 SCE		Number of books read	Library usage report Lexile levels	
Use Connected Math, Motivation Math and other hands-on engaging strategies to teach accelerated math. [addresses missed system safeguard]	Math teachers	\$4000 SCE		Lesson plans, L2L data	Common assessment and benchmark data	

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Use Writer's Resource Folders schoolwide to standardize expectations for writing across the curriculum.	ELA dept. head, teachers			Folders	Student writing	
Collaborative guidance lessons with 8th grade focusing on motivation to achieve, SSI, goal-setting, planning and transition.	Principal and counselors			Lessons	STAAR results Enrollment in pre-AP Honor roll, failure reports, and grade distributions	
Improve achievement of ELL students by focusing on academic vocabulary using a variety of strategies including word walls, science dictionaries, thinking maps, primary sources and platform texts in history, SIOP strategies and language objectives.	Teachers			Lesson plans	Student achievement	
Implement Co-teach in all core content at 8th grade. Implement Co-teach or inclusion in all core content at 6th and 7th grade. [addresses missed system safeguard]	SpEd teachers, principal, APs, SpEd support staff			Master schedule	SpEd student performance	

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize technology and social media to increase communication with parents and other stakeholders. Post the marquee, complete all School Messenger and Remind messages and all written parent communication in English and Spanish.	All SMS staff and PTSA			All communications Phone logs and messenger reports	Parent attendance and feedback	
Continue to implement CHAMPS, STOIC, and PBIS school-wide. Incentivize teachers and students to make Vikings GROW a priority. Focus on restorative discipline practices.	PBIS / CHAMPS group and all teachers			Staff trainings Student training assembly	Discipline referrals and data Climate surveys	
Ryan's Story	Principal, counselors	\$2800 SCE		Assemblies	Discipline data Climate surveys Community service projects	
Vikings CARE - Multicultural Club	Counselors			Meeting schedule and agendas	Community service projects	
WEB - Where Everyone Belongs - 6th grade transition program	WEB sponsors, principals	\$3600 SCE		WEB leader training WEB activities	Discipline data Climate surveys	
Encourage parent and student use of HAC, teacher websites, Remind, Facebook, Twitter and Instagram and provide opportunities for parents to sign up.	Principals, teachers, counselors, ITS			Number of active accounts	Honor roll and failure reports	
Path to Scholarships Program	PTS sponsors, counselors			PTS assemblies	Discipline, grade, and assessment data Course enrollment data	

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
"Generation Texas" - college week as well as ongoing emphasis on higher education and college readiness	Counselors, principal, teachers			Campus activities, Gallup Survey, My College Options	Student surveys Gallup Survey results My College Options data	
Promote use of "Safe Schools Bullying Reporting"	Counselors			Usage data	Survey	
Collaborative guidance lessons in all grade levels focusing on expectations, relationships, coping skills, conflict resolution, growth mindset, career/college exploration and communication skills.	Counselors and principal			Lessons	Referrals	
Host quarterly family library nights showcasing various student projects and providing family enrichment and literacy opportunities.	Librarian, teachers, counselors, principals			Scheduled events	Attendance and parent feedback	
Collaborate with CIS ACE program to provide internet safety education for parents	ACE lead, counselors, principals			Scheduled events	Attendance and parent feedback	
Use adventure based group counseling with at-risk students to increase positive interactions and engagement and to reduce discipline referrals.	Counselors, teachers, principals			Groups	Discipline referrals	
Gallup Strengths program in 6th grade which will supplement our restorative discipline practices by reinforcing what our at risk students do well.	Principals, strengths coach, health teacher	\$3000 SCE		Student strengths awareness and work	Improvements in grades, behavior, and positive leadership skills	
GOAL	GOAL coaches			Attendance, games, tournaments, community service projects	Improvements in leadership reports, grades, behavior, and positive leadership	

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					skills	
Mariachi Club Garden Club Robotics Club	Orchestra directors and club sponsors			Performances Competitions Community service	Improved student survey results regarding sense of belonging Improved grades and leadership skills	



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus and district STAAR results, Scope and sequence documents,

Student population info., common assessment data

Bright Bytes data, student and course enrollment data

Teacher Survey

Student Survey

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Instructional technology to enhance curriculum, instruction, and assessment ● Use of Aware program to analyze data and adjust instruction ● Strong focus on standards-based grading ● Identifying students who need remediation ● Intensive reading/math remedial classes ● Open computer lab with math teacher before school ● Campus-wide “Book Whisperer” reading program ● Success in lowering gaps in student sub-populations ● Horizontal planning for each core subject at each grade level ● Sheltered classes for ELLs and extensive co-teach ● Horizontal planning in all core subjects and vertical planning in math, science, and reading with district coordinator and other schools 	<ul style="list-style-type: none"> ● Regain focus on Look 2 Learning walks to raise thinking levels, engagement strategies, and focus on objectives ● Focus on skill-building information students are not retaining from 6th to 8th grade due to declining STAAR passing rates in math and reading ● Greater emphasis on vertical alignment in science due to 8th graders being tested on 6th & 7th grade standards ● More focus on vertical planning in all subject areas (Only 17.5% of teachers surveyed regularly or occasionally meet with other grade levels to create vertically aligned lessons. This is DOWN from 27% last year.) ● Increased cross-curricular activities so that students make connections between subjects and apply learning to their own lives (Only 20.5% of teachers surveyed regularly or occasionally meet with other subject areas to create cross-curricular lessons/projects. This is DOWN from 26% last year.)

<ul style="list-style-type: none"> • Staff book studies, professional development, and PLCs focusing on best-practice strategies and engaging qualities 	<ul style="list-style-type: none"> • Remediation for students who have gaps in subjects outside of reading and math • Data to evaluate success of district's new grading policy
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Summary of Needs

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

- More Look 2 Learning walks,
- Increased remediation for other core subjects (outside of math & reading)

- Address drop in STAAR passing rates from 6th to 8th grades

- Increased vertical alignment & planning, increased cross-curricular planning



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

campus report card

Registrar reports

Counselors reports

TEA- lunch guidelines

PEIMS

Data dashboard

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● ESL/sheltered classes for all core subjects ● accelerated classes ● computer lab open before and after school ● assigned tutoring ● Technology ● after school programs 	<ul style="list-style-type: none"> ● continue teacher summer reading for teaching multicultural and/or ECD ● more access for staff to learn other languages ● continued emphasis on teacher ESL certification

Summary of Needs

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

<ul style="list-style-type: none"> ● continue teacher summer reading for teaching multicultural and/or ESL students ● more access for staff to learn other languages ● continued emphasis on teacher ESL certification



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Family and Community Participation Counts by type of Activity
Parent volunteer info through sign in computer in front office
Teacher, Sponsor and Front Office Staff Surveys
District Data Processing Department Reports
Demographic Data
UNT and TWU partnerships
Adopt a School partnerships
City of Denton Sustainable Schools and Recycling

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Family and Community Service and Connection ● Recycling/Sustainable Schools Programs (NJHS and Garden Club and Industrial Tech have done a great job at promoting and doing) ● College Education Awareness ● Communications: Marquee, PTA Facebook, Websites, TAC Emails. Teachers, Administrators, Librarian, ITS use Twitter, Facebook, Google Classroom and Instagram in communicating with parents & students. We are now scrolling announcements. ● GOAL ● Staff Outreach over and above ● Industrial Technology Classes ● Fine Arts 	<ul style="list-style-type: none"> ● Create a care closet, food pantry and laundry service for our disadvantaged students ● Continue to encourage recycling and sustainable schools ● Foster more TWU and UNT mentorships

Summary of Needs

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

We have a diverse use of resources that involve family and community involvement. The main needs we see are increasing our number of mentors from UNT and TWU and continuing to encourage recycling and sustainable schools so we're able to maintain our top status across the district. We would also like to create a Care Closet, Food Pantry and Laundry Service for our disadvantaged students. What we have found...It's always a GREAT DAY TO BE A VIKING!!!



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Master schedule, school structure and make-up, duty roster, decision making processes, after school program schedule, student surveys, staff surveys, enrollment data

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Students are ready for the next grade ● Most students feel they are prepared for the STAAR test ● Student and teacher expectations were similar ● All staff have input in decision making (if they want it) ● CIS ACE after school program ● Master schedule supports collaboration ● Structures in place for student supervision 	<ul style="list-style-type: none"> ● Negative behavior in the classrooms that prevents others from learning increased. ● Staff connection / teamwork with teachers not on a team ● Encourage more growth mindset in students and teach them steps to achieve

Summary of Needs

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

Decrease negative behaviors in the classroom that prevent others from learning. Encourage students to participate in the process of learning, not take shortcuts, and focus on more than just the grade. (Attend tutoring and do extra learning before reassessing / hoping for a better grade.)
 Improve staff connections: some staff (those not on teams) feel disconnected with those around them



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Student survey, staff survey, Gallup - Hope, Engagement and Wellbeing Survey, Campus Culture and Climate Survey, Employee Engagement Survey

Findings/Analysis

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

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Student engagement increased by 7%. Percentage of students actively disengaged decreased. ● Percentage of hopeful students increased by 2%. ● 91% of staff at SMS are highly engaged or engaged. ● Parents feel well informed and welcome. ● The cafeteria, nurse’s clinic, front entrance (outside), office, and the counselor’s office are adequate to exceptional on cleanliness according to staff. ● According to students the cleanliness of the school continues to increase. 	<ul style="list-style-type: none"> ● Improve variety of student organizations or clubs so that all students feel connected. ● Improve cleanliness of staff and student and staff restrooms. ● Increase supervision in hallways and locker rooms so that all students feel safe. ● Increase guidance lessons/presentations regarding bullying and appropriate treatment of others. ● Parents, students and staff feel that students should be more respectful of each other.

Summary of Needs

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

<p>Improve variety of student organizations or clubs so that all students feel connected.</p> <p>Improve cleanliness of staff and student and staff restrooms.</p> <p>Increase supervision in hallways and locker rooms so that all students feel safe.</p> <p>Increase guidance lessons/presentations regarding bullying and appropriate treatment of others.</p> <p>Parents, students and staff feel that students should be more respectful of each other.</p>



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

SBEC Website

Staff lists (5 years)

Staff attendance report

New Teacher Survey

PEIMS Discipline Data

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Highly Qualified Teachers ● Teacher of the Month recognition ● Low staff turnover / "Family" feeling / majority of new staff feel supported ● Teacher accountability ● Teaming/ Prof Development/ Horizontal & Vertical Planning ● Committing to using CHAMPS, Vikings GROW, and Love & Logic ● Decrease in office referrals, OSS, & DAEP placements ● Accelerated reading classes ● ESL sheltered accelerated math, social studies & science ● Dual Language program, 	<ul style="list-style-type: none"> ● Staff attendance is lower than student attendance (97% student, 95% staff) ● Improve staff community ● Continue to focus on vertical teaming ● Higher attendance rates for technology training ● More training for staff working with LEP students ● Study areas where students struggle the most and close gaps ● Develop & implement CHAMPS team, Continue training in CHAMPS, Coaching, Leadership, & Foundations ● Continue support for DL staff ● New staff need a "go-to/mentor" person assigned to them ● Viking award to be passed from teacher to teacher at faculty meetings

Summary of Needs

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

<p>Continue to refine and structure instruction based on data from standardized testing, district benchmarks, common assessments, & STAAR data.</p> <p>Continue CHAMPS, Coaching, Leadership training, CHAMPS implementation, PBIS/Foundations, fine tuning structure & expectations</p> <p>Continue efforts to build a school culture that reflects a sense of community by developing activities that will provide opportunities for staff to interact & keep a strong sense of community</p>

Improve planned vertical teaming

Improve classroom and school-wide discipline procedures (PBIS/Foundations)

Continue working through T-TESS and walkthroughs to provide teachers with feedback

Offer incentives for teachers to go to technology training to improve teacher quality

Incentives to improve staff attendance

Find ways to support students and increase passing rates in classes where students struggle the most

Continue to find ways to engage at-risk students



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State Assessment Data - STAAR, TELPAS Honor Roll Course Enrollment Data

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Distinction - Academic Achievement in Science ● Distinction - Academic Achievement in ELA/Reading ● More than 1/3 of students enrolled in enhanced and pre AP classes in both 7th and 8th grade ● 2/3 of students of each grade level on honor roll each grading period 	<ul style="list-style-type: none"> ● Improve Special Education student performance in all tested courses (system safeguards) ● Improve student performance on Social Studies STAAR (all subgroups) ● Students not mastering content to voluntarily attend tutorials and reassess

Summary of Needs

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

<p>Improve Special Education student performance in all tested courses Improve student performance on Social Studies STAAR (all subgroups) Students not mastering content to voluntarily attend tutorials and reassess</p>
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Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Clarity Survey

Campus Inventory

Campus Checkout Schedule

Eduphoria Workshop

ITS Calendar

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">● Access to devices, software, & apps● Leadership● Technical support● Beliefs● Foundational skills● Budget● Parent beliefs	<ul style="list-style-type: none">● Professional learning opportunities● Planning opportunities● Digital Citizenship● Teacher and student Use of 4Cs

Summary of Needs

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

Strickland Middle School has strong foundational technology skills, a strong belief in the benefits of using technology in the classroom, excellent access to a variety of technology tools and devices, and the support needed. We need professional learning and planning opportunities for technology integration in the classroom instruction in using technology to address the 4C's in our classroom, and support implementing Digital Citizenship instruction in the classrooms as technology is being used.



Summary of Priority Needs

Demographics...

Continue teacher summer reading for teaching multicultural and/or ESL students
More access for staff to learn other languages
Continued emphasis on teacher ESL certification

Student Achievement...

Improve Special Education student performance in all tested courses
Improve student performance on Social Studies STAAR (all subgroups)
Students not mastering content to voluntarily attend tutorials and reassess

School Culture and Climate...

Improve variety of student organizations or clubs so that all students feel connected.
Improve cleanliness of staff and student and staff restrooms.
Increase supervision in hallways and locker rooms so that all students feel safe.
Increase guidance lessons/presentations regarding bullying and appropriate treatment of others.
Parents, students and staff feel that students should be more respectful of each other.

Staff Quality, Recruitment and Retention...

Continue to refine and structure instruction based on data from standardized testing, district benchmarks, common assessments, & STAAR data.
Continue CHAMPS, Coaching, Leadership training, CHAMPS implementation, PBIS/Foundations, fine tuning structure & expectations
Continue efforts to build a school culture that reflects a sense of community by developing activities that will provide opportunities for staff to interact & keep a strong sense of community
Improve planned vertical teaming
Improve classroom and school-wide discipline procedures (PBIS/Foundations)
Continue working through T-TESS and walkthroughs to provide teachers with feedback
Offer incentives for teachers to go to technology training to improve teacher quality

Incentives to improve staff attendance

Find ways to support students and increase passing rates in classes where students struggle the most

Continue to find ways to engage at-risk students

Curriculum, Instruction, and Assessment...

More Look 2 Learning walks,

Increased remediation for other core subjects (outside of math & reading)

Address drop in STAAR passing rates from 6th to 8th grades

Increased vertical alignment & planning, increased cross-curricular planning

Family and Community Involvement...

We have a diverse use of resources that involve family and community involvement. The main needs we see are increasing our number of mentors from UNT and TWU and continuing to encourage recycling and sustainable schools so we're able to maintain our top status across the district. We would also like to create a Care Closet, Food Pantry and Laundry Service for our disadvantaged students. What we have found...It's always a GREAT DAY TO BE A VIKING!!!

School Context and Organization...

Decrease negative behaviors in the classroom that prevent others from learning. Encourage students to participate in the process of learning, not take shortcuts, and focus on more than just the grade. (Attend tutoring and do extra learning before reassessing / hoping for a better grade.)

Improve staff connections: some staff (those not on teams) feel disconnected with those around them.

Technology...

Strickland Middle School has strong foundational technology skills, a strong belief in the benefits of using technology in the classroom, excellent access to a variety of technology tools and devices, and the support needed. We need professional learning and planning opportunities for technology integration in the classroom instruction in using technology to address the 4C's in our classroom, and support implementing Digital Citizenship instruction in the classrooms as technology is being used.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	John Lovette
Teacher	Dayna Van Aken
Teacher	Brett Moore
Teacher	Adriana Cavazos
Teacher	Sonya Arenivar
Teacher	Micah Newsom
Teacher	Rene Thompson
Campus-Based Nonteaching Professional	Heather Williams
Campus-Based Para or Operations Staff Rep	Sherry Stephens
District-Level Professional	Melanie Ringman
Parent Rep	Joyce Renteria
Community Rep	Keith Adams
Community Rep	Ricky Hayes
Business Rep	Barbara Russell
Business Rep	

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

Date	Time	Location
3/9/17	3:30 p.m.	library
4/6/17, 4/20/17,	3:30 p.m.	library
5/4/17, 5/18/17, 5/25/17	3:30 p.m.	library
9/7/17, 9/13/17	3:45	library
11/9/17	3:45	library
12/14/17	3:45	library

Ginnings Elementary School



Campus Improvement Plan 17-18

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 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

WIG 1: Improve instruction in order to increase performance measure for Index 1 from 69% to 75% with no performance gaps greater than 10%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Full time Literacy coach will support teachers in Tier 1 instruction through planning, training, modeling, and coaching. <i>*Addresses missed system safeguard</i>	Literacy Coach	T1: \$60000 FTE: 1	1 2 4 8 9	Coach Schedule, PLC agendas	Common Assessments Tier 1 instruction as noted in TTESS Increased student performance data Decreased gaps	
Full time Math coach will support teachers in Tier 1 instruction through planning, training, modeling, and coaching. <i>*Addresses missed system safeguard</i>	District Math Coach	T1: \$30000 FTE 1 (.0.5 campus)	1 2 4 8 9	Coach Schedule, PLC agendas	Common Assessments Tier 1 instruction as noted in TTESS Increased student performance data Decreased gaps	
Reading Interventionist will intervene with students and teachers to support Tier 1, 2, and 3 instruction as necessary for improved student performance. <i>*Addresses missed system safeguard</i>	Reading Interventionist	SCE. FTE 1	1 2 8 9	Interventionist schedule, lesson plans, WIN time schedule.	Common Assessments Tier 1 instruction as noted in TTESS Increased student performance data Decreased gaps	
Math Interventionist will intervene with students and teachers to support Tier 1, 2, and 3 instruction as necessary for improved student performance. <i>*Addresses missed system safeguard</i>	Math Interventionist	SCE. FTE 1	1 2 8 9	Interventionist schedule, lesson plans, WIN time schedule.	Common Assessments Tier 1 differentiated instruction as noted in TTESS Increased student performance data Decreased gaps	
Bilingual/ESL support teacher will support teachers of bilingual and ESL students with Tier 1, 2, and 3 content and language instruction. <i>*Addresses missed system safeguard</i>	Bil/ESL Support Teacher	SCE. FTE 1	1 2 4 8 9	Support teacher schedule, lesson plans, WIN time schedule.	Common Assessments Tier 1 differentiated instruction as noted in TTESS Increased student performance data Decreased gaps	
Bilingual paraprofessional will provide additional intervention for Spanish speaking students, with focus on primary	Bilingual tutor	T1 \$12000 FTE 0.5	1 9	Paraprofessional schedule, lesson plans.	Common Assessments Tier 1 differentiated instruction as noted in	

WIG 1: Improve instruction in order to increase performance measure for Index 1 from 69% to 75% with no performance gaps greater than 10%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
grades. <i>*Addresses missed system safeguard</i>					TTESS Increased student performance data Decreased gaps	
Incorporate WIN time at every grade level to reteach, practice, extend, and gap fill for all students based on individual needs. <i>*Addresses missed system safeguard</i>	Teacher s, coaches, interventionists, tutors		1 2 8 9	Win time schedule, small group lessons	Small group interventions Decrease gaps	
Nine Weeks Power PLCs for long range planning focusing on the four critical questions for each content area, with emphasis on questions 1 and 2 (What do we want students to know and be able to do? How will we know when they have learned it?) <i>*Addresses missed system safeguard</i>	Teacher s, coaches, interventionists, tutors		1 2 8 9	PLC Agendas and team notes	Curriculum, instruction and assessments aligned in planning and delivery. Data driven small group instruction Use of common assessments Improved student performance data	
Bi-Weekly PLCs focusing on the four critical questions, with emphasis on questions 3 and 4 (What will do when they haven't learned it? What will we do when they already know it?) <i>*Addresses missed system safeguard</i>	Teacher s, coaches, interventionists, tutors		1 2 8 9	PLC Agendas and team notes	Curriculum, instruction and assessments aligned in planning and delivery. Data driven small group instruction Use of common assessments Improved student performance data	
Monthly vertical team meetings for each content area to focus on vertical alignment of TEKS and incorporation of campus strategies. <i>*Addresses missed system safeguard</i>	Admin, C&I, coaches, interventionists, teachers		1 4 8 9	Meeting Agendas	Strategies being implemented in classroom Increased student performance Decreased gaps	
Monthly Bilingual vertical team meetings to focus on vertical alignment of language	Admin, coaches,		1 4	Meeting Agendas	Verticalalignment for language acquisition in	

WIG 1: Improve instruction in order to increase performance measure for Index 1 from 69% to 75% with no performance gaps greater than 10%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
acquisition, and determine and support areas of need. <i>*Addresses missed system safeguard</i>	Bil Support teacher, bilingual teachers		8 9		classrooms Targeted support as necessary. Decreased gap for ELLs	
Ongoing campus professional development in the areas of ELPS, vocabulary acquisition, and strategies of assessment for learning. <i>*Addresses missed system safeguard</i>	Admin, coaches, C&I,		1 2 4	Staff Sign-in Sheets	Increased use of targeted strategies across content areas. Lesson Plans TELPAS scores STAAR scores	
Offer book studies related to specific learning needs of PLCs, vertical teams, or professional development as the need arises	Admin. Coaches , Intervent ionists	T1 \$1200	1 4	Ginnings Calendar Sign in sheets	Increased understanding of strategy, resulting in improved T1, T2, and/or T3 instruction resulting in improved student performance.	
Targeted classroom student interventions monitored through Student of Concern meetings, and Denton's Multi-Tiered System of Support (DMTSS). <i>*Addresses missed system safeguard</i>	Teacher s, intervent ionists		1 2 8 9	Student interventions in class, individual student goals, progress monitoring notes, DMTSS documentation.	Decreased number of students receiving T2 and T3 interventions after MOY and EOY assessments	
Actively recruit qualified and certified bilingual and general education teachers through multiple sources including job fairs and a variety of university partnerships	Principal		3 5	Attendance at job fairs and recruiting events	Increase in bilingual applicants. Decrease in bilingual vacancies	

WIG 2: Improve the school culture and climate in a way that decreases office referrals by 30%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Love & Logic Review for all staff members and ongoing updates.	Admin. Counselor		1 2 4	Professional Development plan	Decreased office referrals Improved student/teacher relationships	
Six Weeks Jag Jamboree Assemblies for student recognition in areas such as: attendance, school-wide expectations, participation, and exemplary behavior.	Counselor , Jag Jamboree comm		1	Ginnings Calendar	Increased attendance Decreased office referrals	
Positive communication home for every student a minimum of two times per semester	Teachers		1 6	Parent communication logs	Increased family participation at school events Better staff/family relationships leading to increased attendance and performance at school.	
Parent conferences with 100% of Ginnings families with Ready Rosie introduction	Teachers		1 6 10	Conference Sign-In sheets	Additional parent support at home leading to increased student performance at school	
A minimum of two family nights per semester where student can highlight learning with parents such as: Curriculum Night, Math and Reading Night, Family Fun Science Night, Open House, Special Areas Roundup	All staff	T1 \$2900	1 6	Attendance at evening family events	Increased family participation at school events Better staff/family relationships leading to increased attendance and performance at school.	
Offer a variety of student clubs to foster school involvement such as: Helping Hands, Glee, Ginnings Gems, ART Club, Choir, Kids Kitchen	Club Sponsors		1	Student participation in clubs	Increased student connection to school resulting in better attendance, and student performance	
Use of Communities in Schools (CIS) Site Coordinator to support student and family needs.	Admin.	T1 \$35,000	6 10	CIS Campus Plan	Increased family support resulting in increased attendance and student performance.	

WIG 2: Improve the school culture and climate in a way that decreases office referrals by 30%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Coordinate Food4Kids to support student basic needs.	Admin., CIS Site Coordinat or		6 10	Food Deliveries	Increased family support resulting in increased attendance and student performance.	
Implementation of DISD character education and relationship building programs such as R-Time and Steps to Respect.	Counselor		1 2	Counselor Schedule	Better student relationships resulting in decreased office referrals.	
Implementation of anti-bully education and procedures.	Counselor		1	Counselor Schedule Bully Reports	Decreased bullying incidents Better student relationships resulting in decreased office referrals.	
A series of Kindergarten Roundup events for incoming kindergarten students and families to facilitate the transition into Kindergarten.	Admin., Counselor , Kinder teachers		6 7	Ginnings Calendar	Increased parent involvement Improved behavior and transition to Kindergarten.	



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Survey
ELI/SELI
State Assessments
Common Assessments
Zone Assessments
STAAR Simulations
Kathy Richardson

Findings/Analysis

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

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

Strengths...	Needs...
Power PLCs Collaborative Planning in content areas Vertical Teams Zone Assessment for Math and Reading (2nd-5th) Pre and Post assessments Common and Formative Assessments Learning Targets	Training to meet the needs of student who are mastering content (extension) Books studies for extension, differentiation, and assessment reflection Book Studies to Continue Love & Logic to reinforce student/teacher relationships

Summary of Needs

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

Continue Power PLCs. Continue collaborative planning and Vertical Teams. Continue to work as teams to develop appropriate assessment reflections and goal setting with students. Book studies, potentially including the following topics: extension of instruction, academic reflections and differentiation of instruction, reinforcement of student/teacher relationships.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Entry/Withdrawal Report Expo Student List 504 Student List Attendance reports Special Ed List At-Risk coding reports PIEMS reports
--

Findings/Analysis

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

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

Strengths...	Needs...
Help meet the physical needs of our students through backpack club Extended breakfast to students who arrive late Expose books to students through Literacy night, book fair and Math night Bilingual Counselor	Opportunities for real life experience. (hands-on) Academic intervention Parent involvement with in school activities Parenting programs - (ex: Love and Logic and programs to help parents with homework) Room for parents where they can use computers and work room.

Summary of Needs

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

Continue character education with R-Time program Continue helping parents with homework or strategies used in the classroom through parent nights Flipped Classroom techniques and/or social media to help students and parents. Resources available for parent check out Intervention time during the school day for all students
--



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff Survey, Volunteer Logs, Event Sign-in Sheets for Parents
--

Findings/Analysis

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

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

Strengths...	Needs...
---------------------	-----------------

<p>Community Volunteers</p> <p>Offer Variety of Events</p> <p>Supportive Staff</p> <p>Developed Relationships with Other Non-Profits</p> <p>Student/ Teacher Relationships</p> <p>Ready Rosie Lab School</p>	<p>Community Liaison</p> <p>Parent Involvement -find a way to reach out and increase participation</p> <p>Parent Resource/Work/Volunteer Room</p> <p>Increase the P in PTA</p> <p>Create/Fund a Dads group</p>
--	--

Summary of Needs

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

<p>Create a Parent Resource Room which should include</p> <p>Start Watch D.O.G.S or similar group to increase male role models on campus</p> <p>Survey parents on what barriers exist that prevent volunteering/involvement on campus</p> <p>Inter-school Communication Board in Workroom with information about Birthdays, Announcements, Upcoming Events, and Businesses that support our school.</p> <p>Diverse Mentors</p> <p>Cultural Celebrations</p>



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff Survey,
Schedules: Master & Interventions,
Leadership: Formal & Informal,
Communication: Formal & Informal

Findings/Analysis

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

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

Strengths...	Needs...
<p>Strong monolingual interventions & coaching Literacy Groups Reading Recovery & DLL Classroom Interventions</p>	<p>Bilingual Literacy Coach/Interventionist Continue to strengthen all Tier 1 instruction by continuing to utilize coaches as models & interventionists RTI professional development study Continue Students of Concern meetings, PLCs, and Power PLCs to analyze/discuss student data, progress, and responses to intervention</p>

Summary of Needs

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

<p>Bilingual Literacy Coach/Interventionist Continue to strengthen all Tier 1 instruction by continuing to utilize coaches as models & interventionists RTI professional development study Continue Students of Concern meetings, PLCs, and Power PLCs to analyze/discuss student data, progress, and responses to intervention Structure to track interventions</p>
--



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff Survey Data regarding office referrals and other disciplinary actions.

Findings/Analysis

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

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

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

Strengths...	Needs...
<p>The number of Office Referrals from last school year to today dropped nearly 50%</p> <p>The addition of Guidance classes across the grades has contributed to the culture, behavior, and social interactions amongst the students.</p> <p>R-Time, for those implementing, has shown strengths in social-emotional learning goals.</p> <p>Extra-Curricular Clubs for Students</p>	<p>Reinforcing consistent expectations to students from teachers.</p> <p>ISS Data</p> <p>Teacher-To-Teacher respect/morale</p> <p>New Teacher Mentoring</p> <p>R-Time Expectations/Follow-Up</p> <p>More extra-curricular clubs for students</p> <p>Team building for teachers</p>

Summary of Needs

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

<p>Consistent reinforcement of expectations</p> <p>Structure for ISS</p> <p>Volunteer based mentoring for new teachers</p> <p>Fidelity and Consistency for R-Time Implementation</p>
--



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff Survey

Findings/Analysis

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

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

Strengths...	Needs...
<p>New teachers were supported by grade level teammates</p> <p>Vast improvement on number of office referrals. April 2016= 246, April of 2017+144.</p>	<p>Continued support from coaches and administration</p> <p>Monthly meeting for First Year Teachers to Ginnings (Campus Level)</p> <p>Continue to support Love and Logic through trainings</p>

Summary of Needs

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

<p>Defined structure for first year to Ginnings teachers.</p> <p>Love & Logic Refreshers and training for new staff</p>



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

STAAR Results
TELPAS Results
ELI/SELI
KR
Zone Assessments
System Safeguards

Findings/Analysis

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

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

Strengths...	Needs...
<p>Teachers working directly with coaches had significant increases in passing rates. Overall Math increased from 63% to 77% Special Education passing rated went from 29% to 42% in Reading and from 26% to 52% in Math 1st grade SELI 92% on level at EOY 3rd grade outperformed district school with similar demographics</p>	<p>ELL Performance dropped from 66% to 55% in Reading and from 70% to 65% in Math Kindergarten ELI 60% on level at EOY 4th grade Math 5th grade Reading</p>

Summary of Needs

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

<p>Increase support for ELLs Increase percentage of Special Education Students passing STAAR Create a plan to vertically align English Acquisition for bilingual students Continue developing Tier 1 practices in order to continue overall passing rates. Continue full time coaches on campus</p>



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Teacher / Staff survey

Findings/Analysis

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

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

Strengths...	Needs...
<p>47% of the staff express their is no barrier for using technology.</p> <p>The following resources have made teachers/staff feel successful: training 49% collaborating with others 46% tech April 56% programs 61%</p> <p>Majority of teachers feel that the use of technology is their classrooms assists with motivation and engagement of their students.</p>	<p>Lack of Chromebooks and other devices in the classroom</p> <p>Lack of consistency in wifi throughout the building.</p> <p>Lack of curriculum that connects with technology.</p>

Summary of Needs

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

<p>Class set of Chromebooks for the upper grades (3-5) Class set of ipads for the lower grades (K-2) Consistent wifi throughout the building is needed. Technology built into our UBDs.</p>
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Summary of Priority Needs

Demographics...

Student Achievement...

School Culture and Climate...

Staff Quality, Recruitment and Retention...

Curriculum, Instruction, and Assessment...

Family and Community Involvement...

School Context and Organization...

Technology...

Campus Leadership Team (CLT)

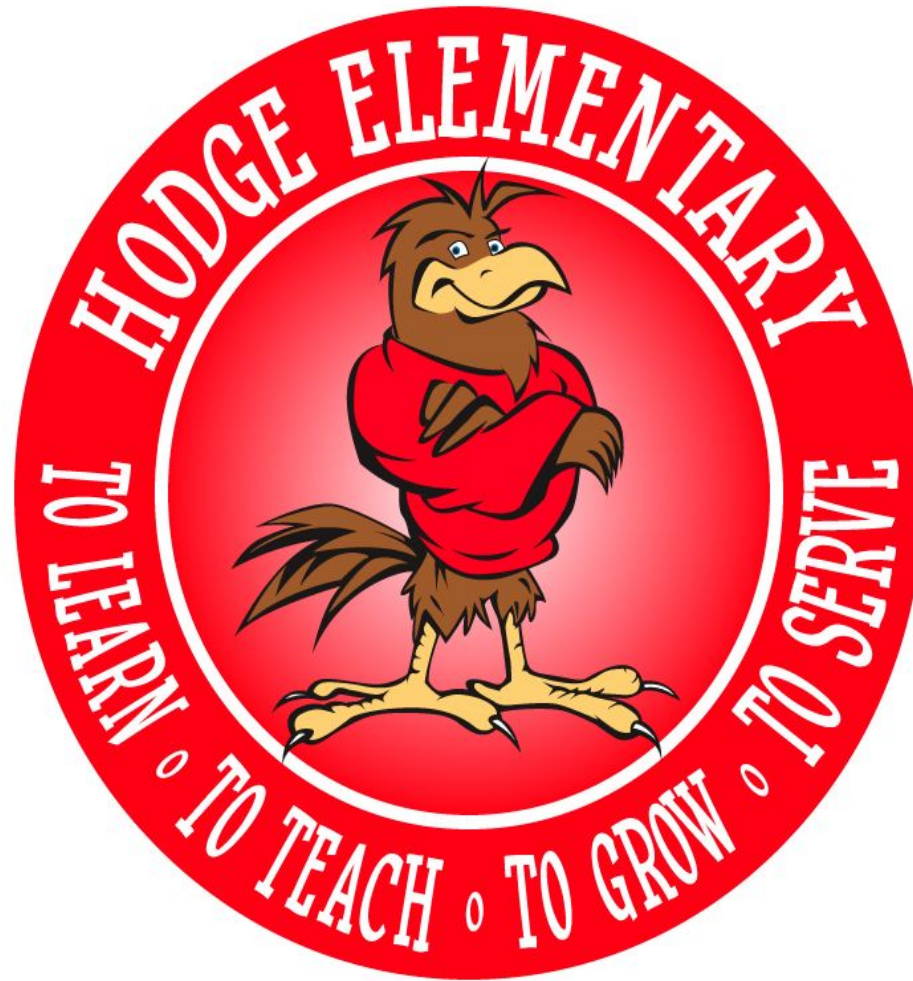
CLT Members

Role	Name
Teacher	
Teacher	Paige Richter
Teacher	Carol Doughty
Teacher	Kris Smyers
Teacher	Bailey Talbot
Teacher	Amber Morris
Teacher	
Campus-Based Nonteaching Professional	Howard Higginbotham
Campus-Based Para or Operations Staff Rep	Jenifer Fuller
District-Level Professional	
Parent Rep	
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
October 23, 2017	3:30-4:30	Ginnings Library
December 11, 2017	3:30-4:30	Ginnings Library
February 12, 2017	3:30-4:30	Ginnings Library
March 26, 2017	3:30-4:30	Ginnings Library
April 16, 2017	3:30-4:30	Ginnings Library

Hodge Elementary



Campus Improvement Plan 2017-18

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

To Teach. To Learn. To Grow. To Serve.

School Vision

Provide high class opportunities and expectations for all students.

School Values

Have respect
Work as a Team
Be Learner-centered
Have integrity
Be reflective

WIG 1: Increase Index 1 Performance Measure from 81 to 83 by improving Tier I instruction, interventions, and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reading Interventionists will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.	Reading Interventionists (Sarah Cruz & Colleen Moore RR) as monitored by administration.	TI: \$30,000 FTEs: 0.5 SCE: \$90,000 FTEs: 1.5	1 2 3 4 5 6 8 9 10	Common Assessments Aware PLC + Agenda RTI Agenda Lesson Plans WIN plans School & Literacy Libraries	STAAR results DRA: BOY/MOY/EOY Data (common assessments)	ongoing
Math interventionist will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.	Math Coach/ Interventionist (Pam Hurst) as monitored by administration.	SCE: \$60,000 FTEs: 1.0	1 2 3 4 5 6 8 9 10	Common Assessments Problem Solvers per six weeks PLC + Agenda RTI Agenda Math Closet WIN Plans	STAAR results Problem Solving Initiative Data (common assessments) KR Data	ongoing
Campus Intervention Specialists will provide support for students and teachers as appropriate based on collected data to increase student progress, close the achievement gap, and support the dual language program. *Addresses missed system safeguard.	Campus Interventionists (Zulma Mojica) as monitored by administration.	SCE: \$60,000 FTEs: 1.0	1 2 3 4 5 6 8 9 10	Common Assessments PLC + Agenda RTI Agenda Dual Language Agenda	STAAR results SELI results TELPAS LPAC EOY Documentation	ongoing

WIG 1: Increase Index 1 Performance Measure from 81 to 83 by improving Tier I instruction, interventions, and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Student assistance interventionist will provide support for teachers to ensure that student are engaged in learning and in the classroom without disrupting others as much as possible. Ensure 504 documentation is accurate, complete, and effective. Ensure MTSS meetings are effective and supporting students.</p>	<p>Jon Huricks</p>	<p>TI: \$60,000 FTEs: 1.0</p>	<p>1 2 3 4 5 6 7 8 9 10</p>	<p>Master Schedule PLC Agendas 504 work Staff Development agendas Common assessments</p>	<p>STAAR results</p>	<p>ongoing</p>
<p>Open Hodge Summer Library to students and parents to promote continuous reading and maintain student reading progress. Increase attendance through call-outs, incentives, and special events included.</p>	<p>Colleen Moore, Andrea Hare, Sarah Cruz</p>	<p>TI: \$5,000</p>	<p>1 2 3 4 5 6 7 8 9 10</p>	<p>Attendance totals Library book checkout totals</p>	<p>Reading inventory results (K-6) STAAR results</p>	<p>done</p>
<p>Campus paraprofessionals will provide support for students and teachers as appropriate based on collected data to increase student progress, close the achievement gap, and support the dual language program. *Addresses missed system safeguard.</p>	<p>Paraprofessional Elizabeth Ross & Kristie Torralba as monitored by administration.</p>	<p>TI: \$20,000 FTEs: 1.0 TI: \$20,000 FTEs: 1.0</p>	<p>1 2 3 4 5 6 8 9 10</p>	<p>Common Assessments PLC + Agenda RTI referrals WIN Schedule</p>	<p>STAAR results BOY/MOY/EOY results</p>	<p>ongoing</p>

WIG 1: Increase Index 1 Performance Measure from 81 to 83 by improving Tier I instruction, interventions, and preventative programs.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Introduce a book of the month read aloud to all classrooms for teachers to model high-level thinking strategies while also encouraging a common thematic message each month.	Academic coaching team Classroom teachers	TI: \$10,000	1 2 3 4 5 6 7 8 9 10	Lesson plans Walk-through data	Figure 19 STAAR results	done/ongoing
Purchase effective research-based materials and technology in Math, Science and Literacy to target specific standards in which students struggle, including: Chromebooks, books, Mentoring Minds materials, software programs, and manipulatives. *Addresses missed system safeguard.	Principal and academic coaching team	TI: 0	1 2 3 8 9 10	Common Assessments RTI Agendas WIN plans Small Group Intervention Lesson Plans All in Learning Data Walk-through data assessment data	STAAR results Skills Based Report DRA assessments; BOY, MOY & EOY	done/review budget
Provide subs for on-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor. *Addresses missed system safeguard.	Administration	TI: \$5,000	1 2 3 4 5 8 9 10	Campus Staff Development Plan Local Conferences EdLeave Number Talks Lead 4Ward	Student Assessments Formative and Summative results Teacher Surveys	ongoing

WIG 2: Increase attendance rate from 97.3% to 97.5% by increasing engagement and reducing chronic absenteeism.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Host a perfect-attendance assembly every 6-weeks to motivate students to attend school daily. *Addresses missed system safeguard.	Administration	TI: \$500	1 2 6 7 10	Calendars Awards given to students	Increase in attendance rates. Increase in number of students participating in assemblies	ongoing
Send automatic e-mail/phone call for parents when a student misses a day of school. *Addresses missed system safeguard.	E-school, Receptionist		1 2 6 7 10	Attendance reports	Decrease in the number of students who are absent for consecutive days.	done
Teachers will call parents of students who have missed 3 consecutive days of school. *Addresses missed system safeguard.	Teachers		1 2 6 7 10	Phone logs	Decrease in the number of students who are absent for consecutive days.	ongoing
Hire staff to communicate effectively with the dominant language groups represented at Hodge. *Addresses missed system safeguard.	Administration		1 2 6 7 10	School staff roster	Number of bilingual families participating in school events. Participation in additional parent training events	done
Provide our students and their families with outreach resource support to increase student achievement and connectivity to the school. *Addresses missed system safeguard.	Administration; counselor; parent liaison; CIS Coordinator		1 2 6 7 10	Food For Kids CIS program Play Therapy Counseling Community Resources University Interns Ready Rosie	Surveys RTI Feedback Bully Prevention Data	ongoing
Hold parent meetings for parents to learn how to better connect to Hodge communication efforts--technology literacy, how to help your child, etc. *Addresses missed system safeguard.	Parent Liaison, teachers, administration		1 2 6 7 10	Meeting agendas; sign-in sheets	More parents accessing electronic communication; more parents able to successfully register students independently during registration	ongoing
Ensure extra-curricular activities and groups	All Hodge	TI:	1	Student Council Student	Increased Student	Green Team, STEM,

WIG 2: Increase attendance rate from 97.3% to 97.5% by increasing engagement and reducing chronic absenteeism.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
that serve to support our vision of a collaborative learning community that nurtures the achievement of ALL.	stakeholders	0	2 6 7 10	Recycling Team CIS after school program	Achievement Increased Student Progress Closing the Achievement GAP Campus Data	Choir
Hire a part-time parent liaison to follow-up on chronic student attendance concerns. *Addresses missed system safeguard.	Kristie Sandoval	TI: \$10,000 FTEs: 0.5	1 2 3 4 5 6 7 8 9 10	Contract and schedule	Increase in student attendance rates. Increased parent involvement among Hispanic families.	Done
Student assistance interventionist will support will identify chronically absent students and create plans with families to ensure they get to school daily.	Administration		1 2 3 4 5 6 7 8 9 10	contracts	Decrease in chronically absent students	
Implement STEAM clubs to reward student engagement and increase students' feeling of connectedness to the campus.	Patty Jensen	\$3000	1 2 3 4 5 6 7 8 9 10	STEAM Schedules	Decrease in chronically absent students. Decrease in student behavior concerns.	

WIG 3: Increase “level III advanced” rates of STAAR from 24% in Science to 30% ; from 22% in Reading to 25%; from 9% in Writing to 15%, and from 22% in Math to 25%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide extension activities for all students who have already demonstrated mastery of skills.	Teachers; coaches		1 2 3 5 9 10	lesson plans; PLC minutes/agendas; Classworks usage	STAAR Advanced Rates; EXPO referrals; standards-based grades (number of students receiving 3s and 4s)	
Provide students with extracurricular activities to apply their learning.	Teachers Administration	TI: \$100	1 2 3 7 9 10	student council roster; Green Team roster; other clubs	ELI/SELI EOY results, STAAR results.	
All students will use data from district and grade level common assessments to update and revise their personal reading, Math, Science, and Writing goals. *Addresses missed system safeguard.	Literacy coaches and classroom teachers.		1	Reading and Writing goals reviewed and revised per six weeks	EOY of ELI/SELI STAAR results	
Running records mini-sessions, Going Deeper to help teachers assess and use results to drive instruction.	RR/DLL teachers, classroom teachers, and literacy coaches.		3 4 5 9 10	Classroom observations, Assessment Wall meetings.	ELI/SELI EOY results, running records, teacher binders	
Purchase additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses. *Addresses missed system safeguard.	NNAT tests	TI: \$1,000	1 2 3 4 5 9 10	NNAT scores	SPED Referral rates	
EXPO teacher will be involved in WIN time to provide enrichment instruction for students who have demonstrated proficiency of	EXPO teacher		1 2 10	Schedule	Level III Advanced rates on STAAR. Level II Passing rates on STAAR.	

WIG 3: Increase “level III advanced” rates of STAAR from 24% in Science to 30% ; from 22% in Reading to 25%; from 9% in Writing to 15%, and from 22% in Math to 25%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
standards. *Addresses missed system safeguard.						
Purchase additional instructional materials to align writing instruction across the campus. *Addresses missed system safeguard.	Instructional materials and curricular guides	TI: \$5,000	1 2 3 5 9 10	Lesson plans	Writing scores	



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Walk Throughs
PLC Notes
Curriculum "Road Maps"
STAAR Results
ELI/SELI Results

Findings/Analysis

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

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

Strengths...	Needs...
PLC's are used to ensure all students are receiving appropriate interventions	More revising/editing teaching in daily instruction for 4th grade.
Most students know their learning targets	Common assessments for each grade level to evaluate rigor and provide teachers with targets.
Staff uses a working document (Google Drive) to lesson plan and make road maps	UBD assessments need to coincide/replace report card assessments
	More formative assessment options for report card grades.
	Ongoing formative checkpoints leading up to report card assessment
	Improved reading comprehension instruction in K-5, specifically for inferencing.
	Close the performance gaps in Science.

Summary of Needs

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

In summary, we have determined there is a need for additional ongoing formative assessments aligned to the UBD units, report cards, and STAAR/ELI/KR.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Enrollment Data Staff Roster STAAR summary reports
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Findings/Analysis

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

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

Strengths...	Needs...
Bi-Lingual Staff ACE / CIS Program	Large percentage of student population is economically disadvantaged leading to a large percentage at risk. Over half do not have English as first language. Need more staff to provide services and smaller teacher/student ratios.

Summary of Needs

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

As a Title 1 campus, Hodge has a large percentage of at risk and limited english learners that require more intervention to be successful. Grants could be sought out to supplement Title 1 funding.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

PTA Enrollment
Volunteer Hours
Family Engagement Nights
Parent electronic communication
District Parent and Teacher Surveys
Hodge Calendar

Findings/Analysis

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

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

Strengths...	Needs...
Communities in Schools	Parent Communication
Denton Food Bank	Lice Prevention
Clothing Closet	Bilingual Liaison to Increase Parent Involvement
Altrusa	Cultural Celebrations
Celebration of Learning, Winter Wonderland	

Summary of Needs

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

The campus needs in this area include increased parent communication. Lice prevention education for parents. Bilingual liaison to increase parent involvement in their child’s learning. Increased cultural celebrations to celebrate all different groups of students.



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Master Schedule
RTI

Findings/Analysis

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

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

Strengths...	Needs...
Keeping good teachers	Custodial needs
Teachers enjoy their jobs	Communication
Using student data during PLCs	Bilingual resources
Student expectations	Enhance the rigor of the curriculum

Summary of Needs

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

Custodial needs and communication are the two main areas that need to be addressed. Also, the campus needs to increase bilingual resources and enhance the rigor of the curriculum.



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff survey, CLT member observations

Findings/Analysis

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

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

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

Strengths...	Needs...
We have high expectations for all students.	Training needed for working with students in poverty.
We believe all students can learn, and we teach that way.	Staff and administration communication.
We believe all students enjoy learning.	Overall cleanliness of the school.
We know the Hodge Motto and Mission	Activities to promote student pride.
We have added afterschool interest clubs for students.	Social skills training for K-2.
We offer several evening programs to celebrate learning and enrich academics and culture.	Improved communication with families.
	More teachers/personnel are needed to use their strengths to offer more interest clubs.

Summary of Needs

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

Hodge serves a high number of at-risk students which requires a lot of emotional and physical attention from staff. To help meet students enrich their school experience, more interest clubs should be added.
--



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

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

Summary of Needs

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

The school needs to invest in technology training, continue to emphasize support for bilingual students with special needs, and pool available resources for WIN.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

District Level STAAR 2016 results for Reading and Writing 3-5; District Level ELI K-2; STAAR simulation results 2015 & 2016; STAAR 2016 campus results 5th grade

Findings/Analysis

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

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

Strengths...	Needs...
Minimal gaps between all students and FREDs in Math, Reading, and Science	Significant gaps between males/females in Reading and Writing--girls outperforming boys (by 30% in some areas) (2014)
Improved gaps between males and females in reading (2015)	Significant gaps between non-FREDs and FREDs in Writing (2014)
Improved gap between males and females in science (2015)	Boys are outperforming girls in Science by 10% (2014)
	5th grade math significant gap of 21% between females and males (girls out performing males) (2016 STAAR results)

Summary of Needs

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

In summary, we have identified a strong need for improvement in the areas of 4th grade writing achievement and the gap of achievement between males and females in 5th grade math. We also need to improve in the area of Science and Writing--especially for LEP and Hispanic subgroups.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff survey, PDAS evaluations

Findings/Analysis

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

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

Strengths...	Needs...
We have sufficient technology to help children learn.	Continued training on how to use technology during lessons to boost engagement.
Additional technology is being implemented in appropriate classrooms, including interactive whiteboards/projectors.	Need more for kids to access tools easily.
Additional Chromebooks are coming to certain grade-level classrooms from the district initiative.	Find ways to provide better access to technology for students at home.
A committee was dedicated to creating a vision for Hodge technology	Find ways to supplement technology communication for low-income families who lack necessary hardware.

Summary of Needs

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

We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning.



Summary of Priority Needs

Demographics...

As a Title 1 campus, Hodge has a large percentage of at risk and limited english learners that require more intervention to be successful. Grants could be sought out to supplement Title 1 funding.

Student Achievement...

In summary, we have identified a strong need for improvement in the areas of 4th grade writing achievement and the gap of achievement between males and females in 5th grade math.

School Culture and Climate...

Hodge serves a high number of at-risk students which requires a lot of emotional and physical attention from staff. To help meet students enrich their school experience, more interest clubs should be added.

Staff Quality, Recruitment and Retention...

The school needs to invest in technology training, continue to emphasize support for bilingual students with special needs, and pool available resources for WIN.

Curriculum, Instruction, and Assessment...

In summary, we have determined there is a need for additional ongoing formative assessments aligned to the UBD units, report cards, and STAAR/ELI/KR.

Family and Community Involvement...

The campus needs in this area include increased parent communication. Lice prevention education for parents. Bilingual liaison to increase parent involvement in their child's learning. Increased cultural celebrations to celebrate all different groups of students.

School Context and Organization...

Custodial needs and communication are the two main areas that need to be addressed. Also, the campus needs to increase bilingual resources and enhance the rigor of the curriculum.

Technology...

We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Leslie Klausing
Teacher	Narda Harber
Teacher	Lauren Powers
Teacher	Eunice Ruiz
Teacher	Leah Rogers
Teacher	Rena Holzer
Teacher	Brandon Miller
Campus-Based Nonteaching Professional	Patty Jensen
Campus-Based Para or Operations Staff Rep	Kathy Patrick
District-Level Professional	Julie Zwahr
Parent Rep	Adriana Garcia
Community Rep	Claudia Sanchez
Community Rep	Perry Patrick
Business Rep	
Business Rep	

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

Date	Time	Location
September 4, 2017	3:15 pm	Hodge Library
October 5, 2017	3:15 pm	Hodge Library
November 2, 2017	3:15 pm	Hodge Library
December 7, 2017	3:15 pm	Hodge Library
February 1, 2018	3:15 pm	Hodge Library
March 1, 2018	3:15 pm	Hodge Library
April 5, 2018	3:15 pm	Hodge Library
May 3, 2018	3:15 pm	Hodge Library

Pecan Creek Elementary School



Campus Improvement Plan 2017-18

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Learning together to make our world a better place.

School Vision

We believe that all students have unique potential for learning and succeeding in an ever-changing global society. We will support their social, emotional, and academic growth in a safe, respectful environment.

School Values

Creativity: We will model creative thinking and honor the creativity we see in students' work.

Leadership: We will create opportunities for students to learn and practice authentic leadership skills.

Curriculum Development: We will model high expectations for learning and involve students in their own learning decisions.

Advocacy for One Another: We will honor students who exemplify helpful, supportive actions toward others.

School Motto

"Learning Together, We All Grow"

WIG 1: By June 2018, Pecan Creek Elementary will decrease the percentage of students requiring supplemental and individualized interventions from 20% to 15% by aligning instructional and assessment practices horizontally and vertically.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Ensure students understand learning targets <i>Addresses missed system safeguard</i>	Teachers, Administrators		2, 3, 6, 8	Walk through and evaluation data, formative and summative assessment data	Students are able to communicate learning targets in 100% of the classrooms visited	
Professional development in core-content areas <i>Addresses missed system safeguard</i>	Administrators, Teachers, District Personnel	TI: \$25,000	1, 2, 3, 5, 7, 8	Agendas, walk through and evaluation data, formative and summative assessment data	Implementation of learned skills, knowledge, and strategies in the instructional environment	
Monthly meetings to discuss students of concern and students new to the campus <i>Addresses missed system safeguard</i>	Administrators, Interventionist, Attendance, Nurse, Counselor, BE/ESL Coach		1, 2, 5, 7, 8	Meeting minutes and student tracking, forms	Students are appropriately placed and receive appropriate/necessary services within six weeks of identification	
PLC meetings to analyze student performance data in order to inform instruction and interventions <i>Addresses missed system safeguard</i>	Administrators, Teachers, Interventionists , BE/ESL Coach		1, 2, 5, 7, 8	PLC agendas and minutes	Increased student performance on local and state assessments	
Provide math intervention to fill gaps in prior knowledge	Interventionists	TI: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 0.5	1, 2, 5, 7, 8	Intervention data and anecdotal notes	Increased student performance on local and state assessments	
Provide reading intervention and literacy groups to fill gaps in prior knowledge <i>Addresses missed system safeguard</i>	Interventionists	TI: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 0.5	1, 2, 5, 7, 8	Intervention data and anecdotal notes	Increased student performance on local and state assessments	
Provide appropriate interventions for all student groups <i>Addresses missed system safeguard</i>	Teachers, BE/ESL Coach, Interventionists	TI: \$10,000	1, 2, 5, 7, 8	Intervention data and anecdotal notes	Increased student performance on local and state assessments	

WIG 1: By June 2018, Pecan Creek Elementary will decrease the percentage of students requiring supplemental and individualized interventions from 20% to 15% by aligning instructional and assessment practices horizontally and vertically.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teacher participation in instructional rounds to align instructional and assessment practices <i>Addresses missed system safeguard</i>	Teachers, Administrators, Coaches		2, 3, 6	Walk through data and anecdotal notes	Core-content instructional and assessment practices aligned horizontally and vertically	
Monthly vertical team meetings to align instructional best practices and integrate formative assessment strategies in grades K-5 <i>Addresses missed system safeguard</i>	Administrators, Teachers, Interventionists		1, 2, 3, 6, 7, 8	Vertical team portfolios	Increased student performance on local and state assessments	

WIG 2: By June 2018, Pecan Creek Elementary will establish a safe and positive social, emotional, and academic culture on campus through events and programs to encourage collegiality, creativity, compassion, innovation, and collaboration.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Offer a variety of co-curricular and extracurricular events	Teachers, Administrators, Interventionists		1, 2, 8	Number of offerings	Participation in events	
Increase parent involvement through communication, meetings, and events	Teachers, Administrators	TI: \$1,551	1, 2, 4	Sign-in sheets, attendance at events	Increase in the number of PTA members and an increase in the number of volunteer hours	
Implement project-based and inquiry-based learning <i>Addresses missed system safeguard</i>	Teachers, Administrators, BE/ESL Coach	TI: \$25,000	1, 2, 3, 6, 8	Walk through data and student portfolios	Increased student performance on local and state assessments	
Increase the implementation of STEAM-based activities <i>Addresses missed system safeguard</i>	Teachers, Administrators, Interventionists		1, 2, 3, 6, 8	Number of offerings and student portfolios	Participation in events and increased performance on local and state assessments	
Continue to promote positive health and wellness for students	Teachers, Nurse, Counselor		1, 2, 8	Campus physical education program, DISD track meet, health lessons, Field Day	Number of lessons offered and number of participants in events	
Provide monthly character-education themes and lessons	Counselor		1, 2, 8	Guidance lessons, student participation in events. Restorative practices	Number of student submissions for the "Pecan Creek Kid of Character"	
Provide opportunities for students to experience and engage in real-world learning experiences	Teachers, Administrators, Counselor		1, 2, 8	Field trips, virtual reality field trips, assemblies, learning activities	Students will be able to connect real-world learning experiences to curricula	
Provide technology resources for teachers and students	Administrators, Teachers	TI: \$10,000	1, 2, 7, 8	Utilization of technology resources in classrooms	Students will be able to utilize technology to create, innovate, and collaborate	
Provide monthly technology integration professional development for teachers	Instructional Technology Specialists, Teachers, Administrators		1, 2, 3, 6, 8	Monthly professional development offerings	Teacher attendance and sign-in sheets	

WIG 2: By June 2018, Pecan Creek Elementary will establish a safe and positive social, emotional, and academic culture on campus through events and programs to encourage collegiality, creativity, compassion, innovation, and collaboration.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Strive to maintain a safe and civil campus culture that promotes high standards of academic achievement	Teachers, Administrators, Counselor		1, 2, 3, 4, 7, 8	CHAMPS, Restorative practices, character education programs, PTA-sponsored programs	Positive responses on stakeholder surveys	



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

UbD Units; Standards-Based Curriculum Resources; Lesson Plans; Differentiation Strategies; Professional Development Offerings (Campus and District); Scope and Sequence; Common Assessment Data (Formative and Summative); Report Card Assessments; Technology Integration; Vertical Team Portfolios; PLC Minutes; Vertical Team Minutes

Findings/Analysis

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

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

Strengths...	Needs...
Differentiating instruction based on the needs of the specific learners; Clarifying learning targets so all students know their goals; Working with students to track their individual progress towards the attainment of goals; Implementation of best practices recommended by the campus and district; Increased integration of technology	Additional technology training; Vertical alignment processes; Professional development on helping students autonomously set and track goals; Continued professional development on Assessment for Learning strategies

Summary of Needs

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

We will continue monthly vertical team meetings to look at formative assessment data to guide our instructional practices. Grade level PLCs will work to align UbD units that are not aligned to the report card assessments, develop common assessments, analyze data to inform instruction, and develop and implement appropriate intervention and acceleration activities. We will continue to provide professional development on technology integration and district/campus initiatives. Professional development will be funded through Title 1 funds. Intervention will be funded through SCE funds and Title 1 funds.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Enrollment Data; Special Education Numbers; Section 504 Numbers; EXPO Numbers; Race/Ethnicity Data; At-Risk Numbers; Socioeconomic Data; Attendance Data; Student-Teacher Ratios

Findings/Analysis

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

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

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

Strengths...	Needs...
Representation of minority faculty and staff; Stability of diverse enrollment; Two-way dual language program; Inclusive of all demographic groups; A variety of clubs/organizations tailored to diverse student population	Improve the services offered to our Gifted and Talented student population; Continue to strive to improve the home-school connection; Provide timely intervention for students new to the campus who are at-risk

Summary of Needs

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

We will continue to evaluate our co-curricular and extra-curricular offerings to ensure inclusiveness of all student groups. Additionally, we will continue to evaluate the effectiveness of our parent involvement events, during and after school, to increase the home-school connection. The intervention team and administration team will continue to meet monthly to analyze the progress of students new to the campus.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Volunteer Logs; Faculty Surveys; Participation at Parent-Involvement Events; Community Partnership Data; Parent Surveys; PTA Meeting Agendas and Minutes

Findings/Analysis

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

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

Strengths...	Needs...
Numerous volunteer hours logged; Large turn-out at after-school events; Counselor involvement with local organizations to meet students' needs; Large parent involvement in organizing and facilitating cultural awareness events	Continue our effort to involve all cultures in parent-involvement events; Continue efforts to raise cultural awareness with our student population

Summary of Needs

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

We will continue to work collaboratively with parents and staff members to determine the best ways to provide opportunities to raise cultural awareness. We will gather data at the end of each school year to evaluate our parent-involvement events to make them relevant and beneficial to the families we serve.



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Master Schedule; Duty Schedule; Safety Plan; Faculty and Staff Guidelines; T-TESS; School-wide Safety Plan; Campus Map; Communication Structures

Findings/Analysis

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

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

Strengths...	Needs...
<p>Student data is analyzed at the end of each year to develop class lists; Master schedule is developed based on the strengths of the teaching staff and the makeup of the grade level teams; Teachers have input in the organization of the campus, including the calendar, schedule, etc.; Weekly communication regarding campus events</p>	<p>Continue to analyze formative assessment data to make decisions regarding intervention schedules based on student need</p>

Summary of Needs

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

We will work to continually analyze formative and summative data to determine if our school structures are working in the best interest of the students we serve. This includes, but is not limited to, our master schedule, intervention schedule, and communication structures.



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Co-curricular and Extra-curricular Offerings; Schoolwide Safety Program; Discipline Referral Data; Staff Surveys; Parent Surveys; Classroom Walkthrough Data; T-TESS Data; Parent Conference Data

Findings/Analysis

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

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

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

Strengths...	Needs...
Parents report satisfaction with the campus; Staff members report satisfaction with the campus; Students participate in co-curricular and extra-curricular offerings; Staff members report feeling safe on campus; Ample recognition of volunteers, parents, and staff members; Kids of Character	Consistent implementation of campus-wide behavior management system; Work collaboratively with our PTA to monitor and adjust school safety procedures; Additional support for staff new to the campus

Summary of Needs

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

The campus will offer training in restorative practices. Furthermore, the Campus Leadership Team will work collaboratively with the PTA to monitor and adjust school safety procedures.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff Surveys; Professional Development Logs; Teacher Certification Data; Paraprofessional Qualification Data; Staff Mobility Data; Teacher Evaluation System

Findings/Analysis

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

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

Strengths...	Needs...
30% of teachers hold a Master’s Degree; 1% of faculty/staff hold a Doctoral Degree; 32% of teachers have taught at the campus for 10+ years; 100% of the teachers attend summer professional development opportunities; Little teacher turnover from year-to-year	Continue to seek highly qualified, dedicated teachers to fill vacancies; Continue to promote and encourage attendance at district-offered professional development; Provide strong initial and continuous mentoring for new teachers

Summary of Needs

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

We will assist mentors with activities and resources to mentor new teachers. We will also continue to encourage a learning orientation and a growth mindset. Professional development will be funded through Title 1.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

STAAR Data; ELI/SELI Data; Kathy Richardson Data; TELPAS Data; Rtl Data; Formative Assessment Data; System Safeguards Data; Summative Assessment Data

Findings/Analysis

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

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

Strengths...	Needs...
<p>The staff works together to ensure all students are making progress toward their personal learning goals; The campus offers strong Tier 2 and Tier 3 interventions; Support personnel offers support to help meet students' needs</p>	<p>The subpopulations, Hispanic and Low Socioeconomic Status, are not as successful as the All Students category; Continued efforts towards stronger vertical alignment</p>

Summary of Needs

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

We will continue to work utilize assessment (formative and summative) data to drive and improve Tier 1 instruction for all students. We will continue to monitor students in subpopulations to work to close the achievement gap. Professional development regarding instructional strategies will be funded through Title 1 funds. Interventionists will be funded through SCE funds and Title 1 funds.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Technology Plan; Classroom Technology Needs; Technology Professional Development Offerings; Faculty Surveys
--

Findings/Analysis

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

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

Strengths...	Needs...
Continued effort to increase the amount of technology resources on campus each year; Professional development offerings for technology tailored to the needs of teachers; Students are trained in acceptable use policies	More technology devices for student use

Summary of Needs

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

The campus will continue to allot resources to purchase more devices for student use. Devices may be purchased with Title 1 funds or out of the campus budget. Furthermore, professional development on the integration and use of technology will be funded by Title 1.



Summary of Priority Needs

Demographics...

We will continue to evaluate our co-curricular and extra-curricular offerings to ensure inclusiveness of all student groups. Additionally, we will continue to evaluate the effectiveness of our parent involvement events, during and after school, to increase the home-school connection. The intervention team and administration team will continue to meet monthly to analyze the progress of students new to the campus.

Student Achievement...

We will continue to work utilize assessment (formative and summative) data to drive and improve Tier 1 instruction for all students. We will continue to monitor students in subpopulations to work to close the achievement gap. Professional development regarding instructional strategies will be funded through Title 1 funds. Interventionists will be funded through SCE funds and Title 1 funds.

School Culture and Climate...

The campus will offer training in restorative practices. Furthermore, the Campus Leadership Team will work collaboratively with the PTA to monitor and adjust school safety procedures.

Staff Quality, Recruitment and Retention...

We will assist mentors with activities and resources to mentor new teachers. We will also continue to encourage a learning orientation and a growth mindset. Professional development will be funded through Title 1.

Curriculum, Instruction, and Assessment...

We will continue monthly vertical team meetings to look at formative assessment data to guide our instructional practices. Grade level PLCs will work to align UbD units that are not aligned to the report card assessments, develop common assessments, analyze data to inform instruction, and develop and implement appropriate intervention and acceleration activities. We will continue to provide

professional development on technology integration and district/campus initiatives. Professional development will be funded through Title 1 funds. Intervention will be funded through SCE funds and Title 1 funds.

Family and Community Involvement...

We will continue to work collaboratively with parents and staff members to determine the best ways to provide opportunities to raise cultural awareness. We will gather data at the end of each school year to evaluate our parent-involvement events to make them relevant and beneficial to the families we serve.

School Context and Organization...

We will work to continually analyze formative and summative data to determine if our school structures are working in the best interest of the students we serve. This includes, but is not limited to, our master schedule, intervention schedule, and communication structures.

Technology...

The campus will continue to allot resources to purchase more devices for student use. Devices may be purchased with Title 1 funds or out of the campus budget. Furthermore, professional development on the integration and use of technology will be funded by Title 1.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Desiree McCauley
Teacher	Connie Oramas
Teacher	Mendy Bommarito
Teacher	Griselda Solano
Teacher	Kimberly Solley
Teacher	Shannon Wickstrom
Teacher	Lorena Medina
Campus-Based Nonteaching Professional	Kristi McDaris
Campus-Based Para or Operations Staff Rep	Kindall Yates
District-Level Professional	Sandy Brown
Parent Rep	Suzanne Danhof
Parent Rep	Christy Watson
Community Rep	Matt McDaris
Community Rep	Amy Terrell
Business Rep	Lauren Baccus
Business Rep	Emily Gauthier

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

Date	Time	Location
September 14, 2017	3:00-4:00	PCE Library
October 26, 2017	3:00-4:00	PCE Library
February 8, 2018	3:00-4:00	PCE Library
April 12, 2018	3:00-4:00	PCE Library
May 10, 2018	3:00-4:00	PCE Library

Tomas Rivera Elementary School



Campus Improvement Plan 2017-18

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 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Our mission, in partnership with families and the community, is to promote academic excellence, and to develop responsible citizens, problem solvers, and life-long learners by providing an engaging and culturally diverse learning environment.

School Vision

Tomas Rivera Elementary inspires students to be active learners that are responsible, respectful citizens who exceed expectations.

School Values

We want all Rivera students to be:

R - respectful

I - innovative

V- versatile

E - exceeds expectations

R - resilient

A - actively engaged

WIG 1: Math scores will increase from 65% to 75%, Reading scores will increase from 66% to 70%, and Writing scores will increase from 44% to 50% for the Economically Disadvantaged subgroup by June 2018, as evidenced by state assessments.

Leads/Action Steps	Person(s)	Fund/\$/ FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All professional staff will receive professional development in Formative Assessment practices X Focus Plan	Teachers Admin Instructional Specialists		1, 4, 8	AWARE Workshop Attendance Logs for staff development Grade Level and Specialist PLC Agendas	Formative assessment data	
Teachers will include a section for Formative Assessment within their lesson plans X Focus Plan	Teachers		1, 2, 8	Lesson Plans	Formative assessment data	
Professional staff book study on Formative Assessments during grade level PLCs X Focus Plan	Teachers Instructional Specialists Admin	\$500	1, 2, 4	PLC Agendas "Friday" Focus document	Formative assessment data	
Teams will analyze formative assessments to discuss trends and actions for the next day's instruction. X Focus Plan	Teachers		1, 2, 8	PLC Agendas "Friday" Focus document	Formative assessment data	
All staff will be working to improve teaching and learning through formative assessment and balancing assessment practices X Focus Plan	All Staff		1, 2, 8	Lesson Plans	Supplemental and individual progress monitoring data	
Teachers will provide supplemental and individual classroom interventions as necessary based on formative assessment X Focus Plan	Teachers Interventionists		1, 9	Intervention Logs/eSTAR DMTSS Notes	Supplemental and individual progress monitoring data	
Teachers will monitor ongoing data collection with support from coaches. X Focus Plan	Instructional Specialists/ Coaches Teachers		1, 2	Progress Monitoring Logs	Running Records Benchmark/Assessments IStation Reports Reading Levels Imagine Math Data Kathy Richardson	

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Leads/Action Steps	Person(s)	Fund/\$/ FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Survey and review the practices of the current school year and adjust as necessary for the following year's plan. X Focus Plan	Math Coaches and Interventionists		1	Teacher Ssurvey	Survey Results	
Provide on-line, research based programs, such as Imagine Math Facts and other programs, to be used for targeted intervention X Focus Plan	Principal	\$3,000	9	Purchase Orders	Imagine Math Data	
Set clear expectations on literacy expectations X Focus Plan	Admin Instructional Specialists/ Coaches		1, 2	Meeting Agendas & Minutes Co-creation of criteria Outline of Expectations	Running Records Formative Walkthrough Data	
Provide DMTSS Training and training in Rtl and behavioral and academic intervention practices and procedures X Focus Plan	Admin Interventionists		1, 10	Staff Development Sign in Sheets and Agendas DMTSS Meeting Notes	Running Records Benchmark/Assessments IStation Reports Reading Levels Imagine Math Data ELI/SELI (MOY & EOY) Kathy Richardson	
Purchase classroom sets of leveled readers for K-3 classrooms in both English and Spanish to be utilized in guided reading sessions X Focus Plan	Principal	\$4,500	1	Purchase Orders	Running Records Reading Levels	
Purchase the Fountas and Pinnell Literacy Continuum to be utilized as a professional development resource with teachers	Principal Instructional Specialists/ Coaches	\$1,650	1, 4	Purchase Orders Staff Development Sign in Sheets and Agendas	Running Records Benchmark/Assessments IStation Reports Reading Levels	

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Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
X Focus Plan	Teachers			PLC Agendas & Minutes	Imagine Math Data ELI/SELI (MOY & EOY)	
Purchase The Next Step in Guided Reading to be used as a professional development resource with teachers X Focus Plan	Principal Instructional Specialists/ Coaches Teachers	\$500	1, 4	Purchase Orders Staff Development Sign in Sheets and Agendas PLC Agendas & Minutes	Running Records Benchmark/Assessments IStation Reports Reading Levels Imagine Math Data ELI/SELI (MOY & EOY)	
Purchase and utilize The Reading Strategies Book in use with guided reading X Focus Plan	Principal Instructional Specialists/ Coaches	\$400	1, 4	Purchase Orders Guided Reading Lesson Plans	Running Records Benchmark/Assessments IStation Reports Reading Levels Imagine Math Data ELI/SELI (MOY & EOY) Formative Walkthrough Data	
Purchase additional Comprehension Toolkits to deepen students' understanding of nonfiction text. X Focus Plan	Principal	\$3,500	1, 2	Purchase Orders Lesson Plans	Running Records Benchmark/Assessments IStation Reports Reading Levels Imagine Math Data ELI/SELI (MOY & EOY) Formative Walkthrough Data	
Provide IStation training to teachers and utilize for progress monitoring X Focus Plan	Instructional Specialists/ Coaches		1, 2,	Staff Development Sign in Sheets and Agendas	IStation Reports	
As a campus, co-create literacy (guided reading & writing) criteria X Focus Plan	All Staff		2	Co-creation of Criteria Artifacts Lesson Plans PLC Minutes & Agendas	Running Records Benchmark/Assessments IStation Reports Reading Levels	

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Leads/Action Steps	Person(s)	Fund/\$/ FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					ELI/SELI (MOY & EOY)	
Provide on-line, research based programs, such as Reading A-Z, Brain POP, and IStation to be used for supplemental reading instruction and progress monitoring X Focus Plan	Principal Instructional Specialists/ Coaches	\$3,412	9	Purchase Orders Program Progress Monitoring	Running Records Benchmark/Assessments IStation Reports Reading Levels ELI/SELI (MOY & EOY)	
Create time for classroom visits to observe demonstrations and modeling of literacy practices X Focus Plan	Teachers Instructional Specialists/ Coaches Admin		2, 4	Walkthrough Form	Formative Walkthrough Data	
Analyze formative walkthrough data to identify campus instructional strengths and weaknesses in order to make adjustments in instruction and lesson planning X Focus Plan	Teachers Admin Instructional Specialists/ Coaches		1, 2, 4, 9,	Walkthrough Form Meeting Notes & Agendas	Formative Walkthrough Data	
Utilize Fountas and Pinnell strategies with teachers as a tool for Assessment, Planning, and Instruction X Focus Plan	Instructional Specialists/ Coaches Teachers		2	Lesson Plans Anchor Charts	iStation Reports ELI/SELI MOY Reports Fountas & Pinnell Reading Level Assessments (MOY) ELI/SELI (MOY & EOY)	
Utilize monthly student reading level logs to monitor progress X Focus Plan	Teachers		1	Reading Logs	IStation Reports ELI/SELI MOY Reports Fountas & Pinnell Reading Level Assessments (MOY) ELI/SELI (MOY & EOY)	
Purchase Math in Practice sets for K-5 to be used to pick out big ideas of math content and best-practice teaching, unpacking essential teaching strategies, and detailing why those strategies are powerful	Math Coaches/ Interventionists Principal Teachers	\$800	1, 2, 4, 8	Lesson Plans PLC Agendas & Minutes	Benchmarks & Assessments Kathy Richardson STAAR	

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Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
X Focus Plan						
Provide supplemental professional development opportunities through Solution Tree Global PD in order to access to hundreds of videos, books, and downloadable tools on critical topics, such as assessment, PLC, Rtl, etc. X Focus Plan	Principal Instructional Specialists/ Coaches	\$1,900	1, 4	Purchase Orders PLC Minutes & Agendas	Running Records STAAR Data iStation Reports ELI/SELI MOY & EOY Reports Fountas & Pinnell Reading Level Assessments (EOY) Kathy Richardson	
Staff will be trained and students will utilize math journals in which students record their math work and thinking. X Addressed missed system safeguard	Instructional Specialists/ Coaches Teachers Students		1	Math Journals Lesson Plans	Benchmarks & Assessments Kathy Richardson	
Consult with district Language Arts Coordinator regarding Writing curriculum and instruction X Addressed missed system safeguard	Bil/ESL Specialist Principal		4, 9	Lesson Plans Comp. Toolkit lesson artifacts DMTSS Meeting Notes	Running Records STAAR Data iStation Reports ELI/SELI MOY & EOY Reports Fountas & Pinnell Reading Level Assessments (EOY)	
Provide supplemental professional development opportunities through direct attendance and on-line PD opportunities, such as reading, writing, and math X Addressed missed system safeguard	Principal Instructional Specialists/ Coaches		1, 4	Educational Leave Days Purchase Orders	Running Records STAAR Data iStation Reports ELI/SELI MOY & EOY Reports Fountas & Pinnell Reading Level Assessments (EOY) Kathy Richardson	
Teach students to emulate the features of good writing by utilizing examples of strong and weak work samples and by teach X Addressed missed system safeguard	Teachers		2	Lesson Plans Walkthroughs Writing Samples Anchor Charts	Benchmarks & Assessments	

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Leads/Action Steps	Person(s)	Fund/\$/ FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All classroom teachers will teach the writing process and provide a daily time for writing in which they provide feedback to students and model and share their own writing X Addressed missed system safeguard	Teachers		2	Lesson Plans Writing Samples Anchor Charts	Benchmarks & Assessments	
Teachers will analyze writing samples in order to identify students' strengths and weaknesses and to develop targeted instructional plans X Addressed missed system safeguard	Teachers		2, 8	Meeting Minutes and Agendas Intervention Lists Writing Samples	Benchmarks & Assessments	
Ensure all 4th grade teachers attend Empowering Writers' training for Expository, Narrative, and Editing and Revising professional development X Addressed missed system safeguard	Principal	\$1,200	1, 4	Purchase Order Educational Leave Reports	Benchmarks & Assessments STAAR	
Staff will provide targeted, research-based interventions to students coded in Tiers II & III X Addressed missed system safeguard	Interventionists Teachers		9	Walkthroughs Intervention Groupings and Lists MTSS Minutes and Notes		
4th grade writing teachers will attend the district Writing Cadre X Addressed missed system safeguard	4th Grade Writing Teachers Bil/ESL Specialist		4	Educational Leave Reports	Benchmarks & Assessments STAAR	
To better understand 4th grade writing standards, all teachers will participate in a Writing "mock" STAAR assessment X Addressed missed system safeguard	All Staff		2, 8	Staff Meeting Sign In Released STAAR	Benchmarks & Assessments STAAR Fountas & Pinnell Reading Level Assessments (EOY)	
Activate grade level discussions on literacy strategies and provide students with opportunities to give and receive feedback X Addressed missed system safeguard	Admin Instructional Specialists/ Coaches Teachers		1, 2	Meeting Minutes and Agendas	Benchmarks & Assessments STAAR Fountas & Pinnell Reading Level Assessments (EOY) Running Records ELI/SELI (MOY & EOY)	

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Leads/Action Steps	Person(s)	Fund/\$/ FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					IStation Reports	
Provide supplemental training/professional development, instructional supplies/resources, such as Mentoring Minds, and classroom and homework materials to promote student learning and engagement	Principal Instructional Specialists/ Coaches		1, 4	Educational Leave Reports Purchase Orders	Benchmarks & Assessments STAAR Fountas & Pinnell Reading Level Assessments (EOY) Running Records ELI/SELI (MOY & EOY) Imagine Math Kathy Richardson IStation Reports	
Teachers and Instructional Specialists/ Coaches meet bi-weekly in PLC to discuss student data, dig deeply into the TEKS , and to make instructional decisions	Teachers Instructional Specialists/ Coaches		2, 4	PLC Agendas & Minutes Lesson Plans	Benchmarks & Assessments STAAR Fountas & Pinnell Reading Level Assessments (EOY) Running Records ELI/SELI (MOY & EOY) Imagine Math IStation Reports Kathy Richardson	
Supplemental staff, such as campus interventionists and coaches will take an active role in coaching, mentoring, planning, and serving as resources to teachers, while also providing supplemental interventions to Tier II and Tier III students	Interventionists Instructional Specialists/ Coaches		4, 9	Schedules Intervention Notes Meeting Minutes and Agendas	Benchmarks & Assessments STAAR Fountas & Pinnell Reading Level Assessments (EOY) Running Records ELI/SELI (MOY & EOY) Imagine Math IStation Reports Kathy Richardson	
Continue to enhance classroom instruction by supporting and updating the campus and literacy libraries with supplemental supplies, such as technology, leveled readers,	Principal Librarian Instructional Specialists/	\$2,500	2	Purchase Orders	Fountas & Pinnell Reading Level Assessments (EOY) Running Records ELI/SELI (MOY & EOY)	

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Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Bluebonnet and other books, supplies, and materials in both English and Spanish	Coaches				IStation Reports	
Continue to support instruction by providing supplemental classroom technology supplies and materials, such as Plickers, Interactive Projectors, Document Cameras, Headphones, etc. and technology integration strategies to enhance instruction and increase student engagement	Principal Instructional Tech	\$12,500	1, 2	Purchase Orders Lesson Plans	Benchmarks & Assessments STAAR	
Hire a long-term substitute to serve as a K-2 interventionist	Admin	\$19,000	1, 9	Applitrack Recommendation	Kathy Richardson ELI/SELI (MOY & EOY) IStation Reports	
Provide supplemental research based literacy and assessment kits for intervention and progress monitoring	Principal Instructional Specialists/ Coaches		9	Intervention Lesson Logs DMTSS Minutes	Benchmarks & Assessments	
Continue to work with the Bilingual/ESL Specialist to support the instruction provided to and for ESL/ELL students on campus	Admin Instructional Specialists/ Coaches Teachers		4, 9	Intervention Notes PLC Minutes Teacher Notes	Benchmarks & Assessments STAAR	
Continue to employ a reading and a math Interventionist/Coach to meet the educational needs of Tier II and III students and their teachers	Principal	\$60,000 \$60,000	4, 9	Applitrack Recommendation to Hire	Benchmarks & Assessments STAAR	
Staff will conduct “look for” walkthroughs focused on self selected targeted areas of growth	Teachers Admin Instructional Specialists/ Coaches		2, 4	Walkthrough Form	Walkthrough Data	

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Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide supplemental student support, such as before, after school, and/or Saturday school tutorials	Instructional Specialists/ Coaches Teachers	\$8,000	9, 10	Tutoring Lists Timesheets	Benchmarks & Assessments STAAR	
Attend supplemental professional development, such as Solution Tree PLC Summit and Literacy Cadre Training, etc.	Team Leaders Instructional Specialists/ Coaches Admin	\$9,600	1	Educational Leave Reports	Benchmarks & Assessments STAAR	

WIG 2: Maintain a positive, engaged learning environment by increasing campus wide student attendance by 1% (from 96.44% to 97.44%) and reducing student office referrals by 10 % (from 204 to 184), by June 2018, as evidenced by end-of-year student attendance reports and discipline data.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide supplemental Strengths Academy training, resources, and materials for 4th and 5th grade students and teachers	Principal 4th/5th Students & Teachers Strengths' Trainers	\$4,700	2, 4	Purchase Orders Meeting Minutes & Agendas	Teacher & Student Surveys Discipline Data Attendance Data	
Teachers will meet regularly to discuss struggling students and to develop individualized academic and behavioral plans for students	Administration Teachers		1, 2, 8, 9	Meeting Agendas Tier III Schedule Meeting Notes	Benchmarks Assessments	
Provide supplemental resources and materials to parents to provide a home/school connection	Administration Teachers Counselors		1, 2, 6, 7	Newsletters Fliers Websites Emails Social Media Outlets School Messenger	Parent Surveys	
Continue to provide students supplemental opportunities to enrich student learning experiences and civic responsibility, such as Student Council, StarWorks, Star Safety Patrol, Green Team & campus clubs	Counselors Select Staff Administration		7, 10	Service Logs Observations Citations Meeting Agendas	Student Surveys	
Attend supplemental professional development to enhance school connectedness, such as PlayWorks, Capturing Kid's Hearts, and Restorative Practices	Counselors Administration Select Teachers	\$3,000	6	Purchase Orders Educational Leave Days	Bullying Reports Discipline Reports Attendance Data	
Continue the Communities in Schools (CIS) Program to address the needs of the "whole" child through mentorship, homework support, enrichment programs, and parent	CIS Coordinators Administration		7	Case Logs Observations Volunteer Hours	CIS Reports Surveys	

WIG 2: Maintain a positive, engaged learning environment by increasing campus wide student attendance by 1% (from 96.44% to 97.44%) and reducing student office referrals by 10 % (from 204 to 184), by June 2018, as evidenced by end-of-year student attendance reports and discipline data.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
educational opportunities						
Continue guidance lessons, small group counseling, and supplemental leadership programs, such as Lunch with a Leader	Counselors CIS Coordinator		1, 10	Meeting Agendas Lesson Plans	Student & Community Surveys	
Continue to recruit and retain highly qualified, Title I experienced professionals and continue to maintain a diverse teaching staff X Addressed missed system safeguard	Principal			Interview Notes Recommendation to Hire Forms	AEIS Report Personnel Data	
Continue to recruit professional, diverse parent and community volunteers and mentors to provide academic support to students and to participate in campus activities X Addressed missed system safeguard	Administration Counselors CIS Coordinator		1, 7	Volunteer Sign-in Sheets	Volunteer Hours	
Implement the WATCH D.O.G.S program to promote campus safety & parental involvement	Counselors Administration	\$200	1, 6, 10	Sign-in Sheets Meeting Agendas	Parent Surveys Volunteer Hours	
Utilize media and technology formats to effectively communicate with and provide information to parents	Administration Teachers		1, 6	Facebook Twitter Websites School Messenger	Parent Surveys	
Provide supplemental opportunities, such as educational classes, training, and evening academic activities and events for parents to engage in school X Addressed missed system safeguard	Administration Counselors Adult & Community Education		1, 6, 10	Sign-in Sheets Planning Notes Agendas Fliers Educational Leave Days	Parent surveys	

WIG 2: Maintain a positive, engaged learning environment by increasing campus wide student attendance by 1% (from 96.44% to 97.44%) and reducing student office referrals by 10 % (from 204 to 184), by June 2018, as evidenced by end-of-year student attendance reports and discipline data.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reinforce the campus mission and expectations by recognizing students and staff for positive deeds, for displaying excellence, and for exemplifying the Six Character Pillars	Administration Staff		2	Star Tickets Student and Staff Incentives & Awards' Assemblies Student & Teacher of the Month Display	Student and Staff Surveys	
Continue to partner with the high school and middle school in our zone to provide mentoring services (PALS), and local colleges and universities to provide counseling (Play Therapy) as well as mentoring services	Counselors Administration		1, 9	Counseling Notes Emails Fliers	Play Therapy Data & Reports Volunteer Hours	
Continue to staff an at-risk counselor to address the needs of our most "at risk" & struggling students X Addressed missed system safeguard	Principal		1	Hiring Recommendation	Counseling Reports	
Continue to provide bullying prevention & drug awareness education by providing supplemental materials, literature, and programs, such as "Bucket Filling" Class Meetings, KELSO, Six Pillars of Character, CHAMPS, etc.	Counselors	\$300	1, 2, 10	Counseling Minutes Lesson Plans Meeting Agendas	Bullying Reports Staff Surveys	
Recognition assemblies will be held at the end of every six weeks to recognize students and staff for attendance and citizenship	Administration Attendance Committee Counselors		1, 2, 6, 10	Meeting Minutes Incentives Meeting Agendas	Attendance Reports Surveys Discipline Data	
Plan activities and events to celebrate and support cultural awareness and diversity on campus X Addressed missed system safeguard	Administration Counselors Multicultural Committee	\$200	1, 2	Meeting Agendas Fliers	Staff, Student, & Parent Surveys	

WIG 2: Maintain a positive, engaged learning environment by increasing campus wide student attendance by 1% (from 96.44% to 97.44%) and reducing student office referrals by 10 % (from 204 to 184), by June 2018, as evidenced by end-of-year student attendance reports and discipline data.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide Kindergarten Orientation for incoming Kindergarten students in order to provide a seamless transition from Pre-K to Kindergarten	Administration Kindergarten Teachers Counselors		7	Sign in Sheets Presentation Websites	Parent Surveys	
Continue to work with the PTA President to encourage parents to be involved in school	PTA President Principal Staff		6	PTA Meeting Agenda PTA Meeting Minutes	Teacher & Parent Surveys	
Supplemental Training and Presentations, such as Diversity Training, will be provided in order to promote healthy relationships with both staff and students from diverse backgrounds X Addressed missed system safeguard	Presenter Principal All Staff	\$1,500	1, 2	Purchase Orders Sign-in Sheets Eduphoria Registration	Staff Surveys	
Special education staff will meet regularly as a group and with teachers in to discuss student concerns and individual learning plans. X Addresses missed system safeguard	SPED Teachers Specialists Teachers		1, 2, 4	Meeting Agendas Meeting Minutes	Benchmarks Assessments	
Co-teaching professional development and instructional methods will be employed X Addressed missed system safeguard	SPED Teachers Teacher Principal		1, 2, 4	Meeting Agendas Meeting Minutes Purchase Orders	Benchmarks Assessments	
Utilize Ready Rosie to reinforce students' learning experiences and to build the home/school connection	Teachers		2, 6, 7	Fliers	Ready Rosie Data	
Parent orientation meetings will be	Teachers		2, 6, 7	Meeting Sign-in sheets	Parent Surveys	

WIG 2: Maintain a positive, engaged learning environment by increasing campus wide student attendance by 1% (from 96.44% to 97.44%) and reducing student office referrals by 10 % (from 204 to 184), by June 2018, as evidenced by end-of-year student attendance reports and discipline data.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
conducted in person or digitally by teachers in order to explain grade level procedures and expectations	Parents			Meeting Agendas		
Order supplemental Responsive Classroom materials such as Doing Science in Morning Meetings, Doing Math in Morning Meetings, etc. to provide purposeful structure, community building, and to engage children in the day of learning	Teachers Counselors Principal	\$800	1, 2, 4	Walkthroughs Schedules Class Meeting Observations & Lesson Planning	Surveys	
Utilize supplemental, alternative seating and classroom arrangements to promote engagement and a positive classroom culture and climate	Teachers	\$1,200	1, 2	Purchase Orders	Discipline Data Attendance Data	
Purchase AIMS Review 360 Restorative Discipline to provide a tiered, restorative approach to discipline and to provide supplemental online PD and positive behavior training and support to teachers	Principal	\$3,400	1, 2, 4, 9	Purchase Orders	Discipline Data Attendance Data	



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Rivera Staff Calendar/Schedules
Benchmarks on Aware
Common Assessments on Aware
Scope and Sequence
PDAS Walk-throughs

Findings/Analysis

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

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

Strengths...	Needs...
<p>Identifying struggling students based on ELI, KR, STAAR Sim, STAAR data, district benchmarks, report card assessments and class work and observations.</p> <p>Instructional strategies aligned with student's needs based on achievement in classroom work and assessments.</p> <p>Targeted instruction based on student's weaknesses in Tier II and Tier III interventions.</p> <p>Identifying students based on ELL, 504, SpEd identifiers in data collection.</p> <p>Data tracking by Special Education and Interventionist.</p>	<p>Properly accommodating student's classroom assignments and assessments based on their IEP or 504.</p> <p>Common data tracking to show correlation between instructional strategies and achievement.</p> <p>Staff development on instructional strategies to provide teachers with a variety of Tier II and Tier III strategies for targeted classroom instruction, concentrating on Math.</p> <p>Communication/Common tracking of students across programs.</p>

Summary of Needs

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

<p>Students would greatly benefit by professional development in the areas of mathematics for accelerated instruction for students who are struggling to meet goals for achievement.</p> <p>A common data tracking system for student's progress by teachers, interventionist and special education would allow for the ability to pull data, groups and target instruction for all programs and classrooms.</p> <p>504 and IEP accommodations and modifications followed by instructional staff will increase student success.</p>



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

PEIMS report Enrollment report LEP report EXPO report Ethnicity report Gender TEA 2015-2016 report
--

Findings/Analysis

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

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

Strengths...	Needs...
42 Expo students of 605 Bilingual classes have great student/teacher ratios. CIS and Apple Tree for at risk students.	Academic and Behavior challenges with teachers with higher class numbers. Rivera only has one Bilingual Interventionist, one math interventionist, on reading recovery specialist and one bilingual para-professional. 200 LEP students (the need for more bilingual support) 379 students at risk of 605

Summary of Needs

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

The need for more bilingual support.
The need for more support with our at-risk students.
A need for more interventionist.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Rivera counselors Rivera Parent Survey Rivera Staff Survey Volunteer Hours Sign in Computer Log CIS Mentor Documentation

Findings/Analysis

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

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

Strengths...	Needs...
<p>Multiple opportunities for parents to attend school functions.</p> <p>Multiple community organizations involved with our Campus.</p> <p>CIS offers mentors for social and academic needs.</p> <p>CIS offers parent resources such as rental assistance and holiday meals.</p> <p>PTA Support</p>	<p>Watch DOGS program</p> <p>Young male mentors</p>

Summary of Needs

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

According to our research in data, Rivera would benefit from a strong male mentor presence. Having young male mentors on campus can help the students see a positive role model and have someone steadily believing in their abilities and expressing an importance of education. Rivera is also in need of a strong WATCH DOG program. This is another example of needing positive male role models at the school and investing in the students academically as well as personally.



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Class size roster Master schedule Teacher surveys Parent Surveys

Findings/Analysis

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

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

Strengths...	Needs...
<p>Class sizes not maxed based on student/teacher ratio</p> <p>Reading and math blocks scheduled</p> <p>Success times are scheduled</p> <p>Interventionists assigned in high-needs areas</p> <p>Time is being devoted to poor performing areas</p> <p>Additional tutoring is being provided</p> <p>Saturday school provided</p> <p>Frequent interventions provided</p> <p>Student and parent needs and concerns are addressed</p> <p>Family involvement and attendance in activities has increased.</p>	<p>Inclusion classes are equal or greater in student population compared to other classes.</p> <p>Some classes are gender heavy.</p> <p>Less interventionists teacher support and more student support.</p> <p>More success time staffing support to reduce group sizes.</p> <p>Clearer Rtl process</p> <p>Specific dates for Rtl meetings</p> <p>Use Rtl information uploaded into system</p> <p>Still not enough time in schedule to devote enough time for poor performing area.</p> <p>Volunteers to assist with tutoring groups.</p> <p>Need better ways to project learning standards and expectations to parents.</p> <p>Need to include parents/families in instructional decisions.</p> <p>Effectively communicating academic and career planning.</p> <p>Need more leveled resources</p>

Summary of Needs

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

Parental support and attendance in events has improved. However, more communication of academic standards and expectations, along with more parental involvement in curriculum decisions, is still needed.

More support, leveled resources, and time to target poor performing subject areas during the school day.



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture & Climate Survey: Rivera Elementary Results
Data shared from educators handbook
Data shared from Fall and Spring 2016-2017 related to parent and teacher surveys
Data shared from Gallup Student Poll Rivera Elementary Fall 2016
Staff Survey Monkey May 2017

Findings/Analysis

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

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

Strengths...	Needs...
<p>Students have a more positive school climate than staff.</p> <p>Student behavior referrals have decreased by nearly half compared to last year.</p> <p>Staff feels more supported by their own teams.</p> <p>More than half of the staff feels respected at Rivera.</p> <p>Staff feels that they have strong relationships built with students.</p>	<p>About half the staff has a positive outlook about school climate.</p> <p>Relationships between teams and administration are not strong.</p> <p>There needs to be more support by administration.</p> <p>A need of encouragement is needed more by administration to feel successful at Rivera as an educator.</p>

Summary of Needs

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

<p>Behavior referrals have decreased almost by half; majority of referrals occur at noon. Location of offenses is mainly in the classroom followed by the hallway and playground.</p> <p>It is evident that the staff is working hard to make relationships with students strong. Staff really wants to do their best to make sure students achieve their learning goals for that academic year.</p> <p>The staff relationships amongst the teams are stronger than the staff and administration relationships.</p> <p>There is more trust between teams than staff and administration. This is an area that needs to be changed to make the work environment more productive and successful.</p>



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

AEIS Reports - over the last 3 years
Staff Lists - past & present
Aesop - Staff Attendance Reports
HR Employee Recommendations
HR NCLB Report
PLC Learning Logs

Findings/Analysis

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

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

Strengths...	Needs...
<p>We have about 30% of our teachers with master's degree.</p> <p>All teachers have a bachelor's degree or higher.</p> <p>The average years of teaching experience (from those staff members surveyed) on our campus is 10 years.</p> <p>Team leaders and colleagues provide beneficial feedback for growth.</p> <p>Team leaders and colleagues mentored new staff.</p> <p>Coaches/interventionists provide applicable feedback to new staff.</p>	<p>New staff needs to be supported more by admin.</p> <p>Admin feedback needs to be more positive and consistent.</p>

Summary of Needs

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

We have a highly qualified, experienced staff to teach our students. New staff receives feedback and support from their teammates, coaches and interventionists. However, the new staff members would like more consistent, positive support and feedback from admin.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Math Placement Test
Math and Reading District Benchmarks
Math and Reading Released STAAR
Math and Reading Common Assessment
ELI/SELI
SRI
Math Intervention and STAAR Intervention data
Reading Recovery Data
System Safeguards

Findings/Analysis

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

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

Strengths...	Needs...
<p>Writing STAAR Scores increased</p> <p>Reading increase in students meeting Level III Mastery at all grade levels on STAAR</p> <p>Increase in Level III Mastery in grades 3 & 4 on STAAR Math</p> <p>Saturday School for Bilingual/ESL students</p> <p>AA in Math and Writing underperforming other subgroups</p> <p>SPED in Reading and Math underperforming other subgroups</p>	<p>Need more vocabulary resources</p> <p>Need more leveled readers</p> <p>Need more instructional time</p> <p>Need more K-2 Intervention support</p> <p>Need for more formative “quick” checks</p> <p>Need diverse student mentors</p> <p>SPED teachers need training in best practices</p>

Summary of Needs

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

There is a need for more vocabulary resources, more leveled readers in both English and Spanish, and increased instructional time. A K-2 interventionist is needed to support Early Literacy and Math interventions. Professional development is needed in the area of formative assessment and best literacy and mathematics instructional practices. SPED teachers need to collaborate with general education teachers and more training is needed in best practices. Diverse mentors are needed to provide support to our underperforming subgroups.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff technology survey Technology hardware inventory
--

Findings/Analysis

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

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

Strengths...	Needs...
<p>Most teachers are comfortable with technology use.</p> <p>Most teachers attend some form of technology professional development.</p> <p>Reasoning Minds is used often and is favored by teachers.</p> <p>Most staff use technology to help with formative assessments.</p>	<p>More technology equipment</p> <p>Guidance on time management inside the classroom when using technology.</p> <p>Student computer skills</p> <p>More training that is beneficial to various grade levels/subject areas.</p> <p>Better program for Reading than iStation</p>

Summary of Needs

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

Most staff want to implement more technology in their classrooms, but struggle with getting technology equipment available. With the Chromebooks added to 4th and 5th grade classrooms, the problem was remedied. However, the other grade levels struggle because they do not have enough devices for their students. Even though there is a laptop cart and iPad cart available, most do not work properly. Both computer labs are utilized most of the time by specials areas. Since students struggle with basic computer skills, learning these during specials areas computer will be beneficial. This will also help with the time management needed when using technology. Rivera needs to offer more staff professional development on technology. The district TIA is during the summer and many staff do not attend. Staff would like professional development on campus that meets their grade level/ subject needs.



Summary of Priority Needs

Demographics...

The need for more bilingual support.
The need for more support with our at-risk students.
A need for more interventionist.

Student Achievement...

There is a need for more vocabulary resources, more leveled readers in both English and Spanish, and increased instructional time. A K-2 interventionist is needed to support Early Literacy and Math interventions. Professional development is needed in the area of formative assessment and best literacy and mathematics instructional practices. SPED teachers need to collaborate with general education teachers and more training is needed in best practices. Diverse mentors are needed to provide support to our underperforming subgroups.

School Culture and Climate...

Behavior referrals have decreased almost by half; majority of referrals occur at noon. Location of offenses is mainly in the classroom followed by the hallway and playground.

It is evident that the staff is working hard to make relationships with students strong. Staff really wants to do their best to make sure students achieve their learning goals for that academic year.

The staff relationships amongst the teams are stronger than the staff and administration relationships.

There is more trust between teams than staff and administration. This is an area that needs to be changed to make the work environment more productive and successful.

Staff Quality, Recruitment and Retention...

We have a highly qualified, experienced staff to teach our students. New staff receives feedback and support from their teammates, coaches and interventionists. However, the new staff members would like more consistent, positive support and feedback from admin.

Curriculum, Instruction, and Assessment...

Students would greatly benefit by professional development in the areas of mathematics for accelerated instruction for students who are struggling to meet goals for achievement.

A common data tracking system for student's progress by teachers, interventionist and special education would allow for the ability to pull data, groups and target instruction for all programs and classrooms.

504 and IEP accommodations and modifications followed by instructional staff will increase student success.

Family and Community Involvement...

According to our research in data, Rivera would benefit from a strong male mentor presence. Having young male mentors on campus can help the students see a positive role model and have someone steadily believing in their abilities and expressing an importance of education. Rivera is also in need of a strong WATCH DOG program. This is another example of needing positive male role models at the school and investing in the students academically as well as personally.

School Context and Organization...

Parental support and attendance in events has improved. However, more communication of academic standards and expectations, along with more parental involvement in curriculum decisions, is still needed.

More support, leveled resources, and time to target poor performing subject areas during the school day.

Technology...

Most staff want to implement more technology in their classrooms, but struggle with getting technology equipment available. With the Chromebooks added to 4th and 5th grade classrooms, the problem was remedied. However, the other grade levels struggle because they do not have enough devices for their students. Even though there is a laptop cart and iPad cart available, most do not work properly. Both computer labs are utilized most of the time by specials areas. Since students struggle with basic computer

skills, learning these during specials areas computer will be beneficial. This will also help with the time management needed when using technology. Rivera needs to offer more staff professional development on technology. The district TIA is during the summer and many staff do not attend. Staff would like professional development on campus that meets their grade level/ subject needs.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Kena Gandy
Teacher	Taheerah Flores
Teacher	Jana McCarthy
Teacher	Amanda Stout
Teacher	Flor Cooper
Teacher	Alicia Roberson
Teacher	Genevieve Buckert
Campus-Based Nonteaching Professional	Michelle Lee, Roshaunda Thomas
Campus-Based Para or Operations Staff Rep	Hilda Brown
District-Level Professional	Barb Haflich
Parent Rep	Vic Boone
Parent Rep	Tamarah Hudson
Community Rep	Mary Harris
Community Rep	Dorothy Watts
Business Rep	
Business Rep	

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

Date	Time	Location
September 7, 2017	3:20 - 4:30 PM	Rivera Library
October 5, 2017	3:20 - 4:30 PM	Rivera Library
November 30, 2017	3:20 - 4:30 PM	Rivera Library
December 7, 2017	3:20 - 4:30 PM	Rivera Library
February 22, 2018	3:20 - 4:30 PM	Rivera Library
March 1, 2018	3:20 - 4:30 PM	Rivera Library
April 5, 2018	3:20 - 4:30 PM	Rivera Library
May 3, 2018	3:20 - 4:30 PM	Rivera Library

Olive Stephens Elementary School



Campus Improvement Plan 2017-18

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Building a Community of Learners for Life

School Vision

To create a collaborative, purposeful learning environment; embracing all students while promoting risk-taking and problem solving.

School Values

As professionals, we commit to working together while being positive and respectful.

WIG 1: Through the implementation and progress monitoring of effective intervention practices, as evidenced by district and state assessment reports between the dates of July 2017 to July 2018, Economically Disadvantaged and African American students identified within the Stephens Elementary subgroups (Index 3) will increase academic success/proficiency by 10% in Math, Reading and Writing.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold CLT meeting to review the results of CNA Subcommittees (May 2017)	CLT Members		1, 8	CLT Agenda and Meeting Minutes; Sign-In Sheet	Draft of Campus CNA and CIP	October January March May
Hold Weekly Grade Level PLC Meetings	Grade Level Teachers		4, 8	PLC Meeting Agendas and Minutes Shared via Google Docs; Observation	Continued Work on Literacy Assessment; Continued Collaboration of Strong/Weak Student Work; Vertical Alignment of Content	October January March May
Establishment of Grade Level SMART Goals for 2017-2018 in the Areas of Reading, Math, Science and Writing	Grade Level Teachers		1, 2, 4	PLC Meeting Agendas and Minutes; SMART Goals Shared via Google Docs; Observation	Creation of SMART Goals	October January March May
Daily "Accelerated Instruction" provided for all K-5 students in the classroom setting (Addresses System Safeguard)	Grade Level Teachers, Read Int, Math Int		9	Observation; PLC Agendas and Meeting Minutes;	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Provide modeling by the 1/2 time Math Interventionist to target needs of students (Addresses System Safeguard)	Sharna Rhone, Math Int	SCE: \$30,000 FTEs: 0.5	9	Math Interventionist Schedule; Observation; Grade Level and Content PLC Agendas and Meeting Minutes	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May

***Yellow Highlight Indicates Action Steps Specific to Focus Campus Work

WIG 1: Through the implementation and progress monitoring of effective intervention practices, as evidenced by district and state assessment reports between the dates of July 2017 to July 2018, Economically Disadvantaged and African American students identified within the Stephens Elementary subgroups (Index 3) will increase academic success/proficiency by 10% in Math, Reading and Writing.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Provide coaching/modeling by the 1/2 time Reading Interventionist to target needs of students</p> <p>(Addresses System Safeguard)</p>	Rebekah Perrone, Read Int	SCE: \$30,000 FTEs: 0.5	9	Reading Interventionist Schedule; Observation; Grade Level and Content PLC Agendas and Meeting Minutes	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
<p>Provide modeling by the Reading Recovery teacher in grades K through 2nd to enhance strategies that meet the needs of all students.</p>	Nicole Berg, Reading Recovery	SCE: \$30,000 FTEs: 0.5	7, 9	Literacy Specialist Schedule; Observation; Grade Level and Content PLC Agendas and Meeting Minutes;	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
<p>Hold Monthly Interventionist Meetings To Analyze Data and Discuss Student Progress</p>	Admin, Coach, Rdg Int, Math Int		2, 4	Meeting Agendas and Minutes; MTSS Data; Assessment Data	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
<p>Create a Campus Assessment Calendar</p>	Admin, Coach, Int, Grade Level Teachers		1, 8	Assessments Created for Reading, Math and Writing, as well as the Assessment Calendar	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
<p>Creation of After School Tutorial Program for Reading and Math</p> <p>(Addresses System Safeguard)</p>	Admin, Coach, Math Int, Rdg Int	\$12,872	1, 9	Tutorial Schedule; Sign-In Sheets; Tutorial Plans	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May

WIG 1: Through the implementation and progress monitoring of effective intervention practices, as evidenced by district and state assessment reports between the dates of July 2017 to July 2018, Economically Disadvantaged and African American students identified within the Stephens Elementary subgroups (Index 3) will increase academic success/proficiency by 10% in Math, Reading and Writing.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold Disaggregation Staff Development in August to Analyze Grade Level and Content Data from 2016-2017.	Admin		2, 4, 10	Data Reports from AWARE; Staff Development Agenda;	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Conduct Regular Campus MTSS and SOS Meetings (Addresses System Safeguard)	Admin, Grade Level Teachers, Specialists, Read Int, Math Int		2, 9	MTSS/AWARE Documentation; Meeting Minutes	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Establishment of Intervention Schedule for 2017 - 2018 in the areas of math and reading	Admin, Read Int, Math Int		1, 2	Intervention Schedule	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Conduct August Staff PD on MTSS Flow Chart, Best Practices (Instructional and Intervention) and Documentation	Admin		2, 9, 4	Staff Development Agenda	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May

WIG 2: As evidenced by state and district assessment data between July 2017 and July 2018, through the implementation of high-quality instructional practices, all students will increase in proficiency by 5% in assessed content areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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**Yellow Highlight Indicates Action Steps Specific to Focus Campus Work

Hold Monthly Staff Learning Meetings For Math and ELAR Content/Practices (Reader's and Writer's Workshop)	Admin, Read Int, Math Int, Coach		1,2,4	Meeting Agendas and Minutes	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Conduct daily walkthroughs in all content areas utilizing workshop feedback form, as well as common RHS Google form.	Admin		1,2	Walkthrough Forms	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Conduct weekly walkthroughs in the area of ELAR utilizing Workshop Template	Admin		1,2	Walkthrough Forms	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS;	October January March May
Attend weekly planning sessions with grade levels.	Admin, Grade Level Teachers		1, 2, 8	Lesson Plan Folders via Google	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Utilize campus instructional coach for coaching/modeling in the area of 2-5 mathematics, as well as reading and writing in grades 3 and 4..	Jessica Stewart, District Coach	SCE: \$30,000 FTEs = 0.5	1, 3, 4, 9, 10	Coaching Schedules; Instructional Schedules; Instructional Videos shared via Google	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Conduct visits on other campuses to observe effective instructional practices and AFL work being conducted.	Admin		2,4	Observation Notes from Visits; RHS Zone Google Form For Learning Targets	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May

WIG 2: As evidenced by state and district assessment data between July 2017 and July 2018, through the implementation of high-quality instructional practices, all students will increase in proficiency by 5% in assessed content areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Participate in District C4 Meetings for the purpose of professional growth in learning targets	Admin		1, 2, 4	C4 Meeting Agenda; Campus Artifacts of Learning	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Conduct T-TESS conferences with each teacher to set individual instructional goals for refinement.	Admin, Grade Level Teachers		1, 2	T-TESS Goal Setting Documents and Conference Forms	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Host Academic Nights for All Grade Levels; Additional nights for reading, science and math will be held throughout the year	Grade Level Teachers		6, 7	Sign-In Sheets; Presentations from Grade Levels; Handouts;	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Staff Development in August 2017 to discuss going deeper with our campus assessment literacy work on learning targets and strong/weak examples.	Admin		1, 2, 4	Staff Development Agenda and Presentation Artifacts	Continued Work on Literacy Assessment; Continued Collaboration of Strong/Weak Student Work; Vertical Alignment of Content	October January March May
Conduct Staff Development on discipline data from 2016-2017 and restorative discipline practices for 2017-2018.	Admin, Counselor		1, 4	Staff Development Agenda and Presentation Artifacts	Referral Data for 2017-2018; Campus Culture and Climate Survey Results for 2017-2018	October January March May
Creation of Scope and Sequence for Writing Units of Study (K-5) and PD on Writer's Workshop Using Campus Planning Template (Addresses System Safeguard)	Grade Level Teachers, Curriculum, Admin, Coach		4, 8	Scope and Sequence; Planning Template; Lesson Plans	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Assign all 2-5 ELAR Teachers a Coach for Modeling, Planning and Instructional Coaching	Rdg Int, Coach, Rdg Recov		1, 9	PLC Meeting Agendas; Planning Sessions; Observation Data	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May

WIG 2: As evidenced by state and district assessment data between July 2017 and July 2018, through the implementation of high-quality instructional practices, all students will increase in proficiency by 5% in assessed content areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize Seesaw for immediate and ongoing parent communication of learning.	Grade Level Teachers		2, 6, 10	Campus Dashboard via Seesaw for Artifact Uploads and Parental Usage	Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Attend District AFL Conference in June 2017	Admin, Grade Level Teachers		4	Conference Registration; Handouts	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2017-2018	October January March May
Purchase Supplemental Units of Study Materials (Up The Ladder) for Gap Filling in Grades 3-5 (Addresses System Safeguard)	Admin			Purchase Orders	Walkthrough Data of Writer's Workshop Implementation	October January March May



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Grade Level Pacing Guides/UbD Units of Study; Grade Level SMART Goals; SeeSaw; Grade Level PLC Meeting Minutes and Agendas; Various Assessment Data; Informal Walk-Through Data; Literacy Assessment Artifacts; Instructional Schedules

Findings/Analysis

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

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

Strengths...	Needs...
Regular Use of SeeSaw For Parent Communication	Continued PD of Strong/Weak Samples
Protected Time for Grade Level PLC Meetings	Continued PD on Rigor/Relevance
Implementation of Learning Targets	Continued PD On Writer’s Workshop
Full-Time Math Coach	Continued Training on Engagement

Summary of Needs

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

Priorities - Continued PD On Writer’s Workshop; Continued PD of Strong/Weak Samples; More Progress Monitoring and Checkpoints for Student Progress



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

e-School Data; Free/Reduced Lunch Information; Discipline Data; Student Data (New vs. Returning); Attendance Data; Program Data

Findings/Analysis

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

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

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

Strengths...	Needs...
Mentor Programs (PALS, Parents)	Continued PD on Behavioral Interventions
Attendance of K-5 Students	

Summary of Needs

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

Priority - Implementation of Restorative Practices on Campus (Training, On-Going PD)
--



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Culture and Climate Survey; Volunteer Logs; Parental Feedback; Staff Feedback

Findings/Analysis

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

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

Strengths...	Needs...
Communication to Parents (Grade Levels and Campus)	More families involved to represent all of our school community
Positive Environment (Parent Perspective from Survey)	More Community Events

Summary of Needs

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

Priority - Continuing to Engage and Involve All Families of Stephens Elem.



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Master Schedules; CLT Meeting Minutes and Agendas; Team Leader Meeting Minutes and Agendas; Schedules For Duties, Arrival, and Dismissal; Scheduling Committee Meeting Minutes

Findings/Analysis

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

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

Strengths...	Needs...
Teacher Input for Master Schedules	Tutorial Options
Interventionists and Specialists - Input on Scheduling	More Brainstorming For Creative Scheduling
Collaboration on Student Placements	

Summary of Needs

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

Priority - Brainstorming More Creative Tutorial Options To Reach More Students
--



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Climate and Culture Survey; Staff Engagement Survey; Student Feedback; Parent Feedback; Strengths

Findings/Analysis

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

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

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

Strengths...	Needs...
Strengths Based Campus	More Meetings with/for New Staff
Positive Environment	More PD On Behavioral Interventions
Staff Cohesiveness	

Summary of Needs

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

Priority - Implementation of Restorative Practices on Campus (Training, On-Going PD)
--



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TTESS Data; Staff Certifications; State Assessment Data; District Assessment Data

Findings/Analysis

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

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

Strengths...	Needs...
Low Turnover Rate of Staff Members	Continued PD on Coaching

Summary of Needs

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

Priority - Continued PD on Coaching



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

ELI Data; School Report Card Data; Rtl Data; Intervention Data; STAAR Data; Accountability Data

Findings/Analysis

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

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

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

Strengths...	Needs...
PD on Math Workshop/Pacing Guides	Continued PD on Writer's Workshop
Regular RTI Meetings w/Grade Levels	Continued PD of Rigor/Relevance
SeeSaw for Parent Communication	More Progress Monitoring of Intervention
Full-Time Math Coach	Full-Time Reading Interventionist

Summary of Needs

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

Priority - Continued PD on Writer's Workshop; Full-Time Reading Interventionist; More Progress Monitoring of Intervention



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Budget; Technology PD; Walkthrough Data on Tech Integration in Classrooms; TTESS Data
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Findings/Analysis

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

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

Strengths...	Needs...
Campus Twitter, Remind and Facebook Pages for Communication to Parents	More Teachers Using Google Classroom
BYOD in Grade Levels	More On-Going PD from ITS

Summary of Needs

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

Priority - More Teachers Using Google Classroom; More On-Going PD from ITS
--



Summary of Priority Needs

Demographics...

Priority - Implementation of Restorative Practices on Campus (Training, On-Going PD)

Student Achievement...

Priority - Continued PD on Writer's Workshop; Full-Time Reading Interventionist; More Progress Monitoring of Intervention

School Culture and Climate...

Priority - Implementation of Restorative Practices on Campus (Training, On-Going PD)

Staff Quality, Recruitment and Retention...

Priority - Continued PD on Coaching

Curriculum, Instruction, and Assessment...

Priorities - Continued PD On Writer's Workshop; Continued PD of Strong/Weak Samples; More Progress Monitoring and Checkpoints for Student Progress

Family and Community Involvement...

Priority - Continuing to Engage and Involve All Families of Stephens Elem.

School Context and Organization...

Priority - Brainstorming More Creative Tutorial Options To Reach More Students

Technology...

Priority - More Teachers Using Google Classroom; More On-Going PD from ITS

Campus Leadership Team (CLT)

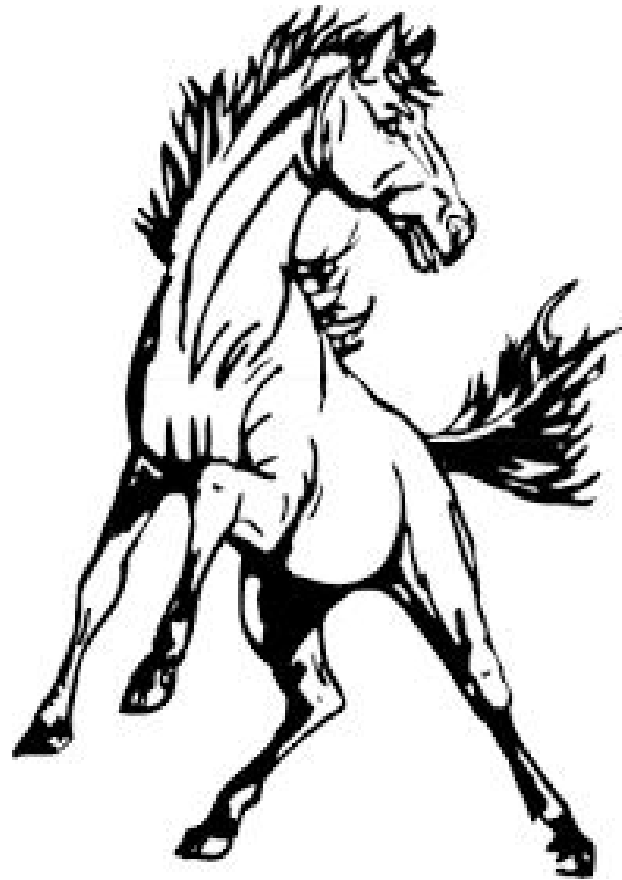
CLT Members

Role	Name
Teacher	Christi Spindle
Teacher	Elisabeth Mallory
Teacher	Kimberly Bullock
Teacher	Donna Mullins
Teacher	Missy Willey (EIC Rep)
Teacher	Nancy Leggett
Teacher	Kim Kirkland, Amber Seroka
Campus-Based Nonteaching Professional	Chris Rangel/Ashley Wright/Kasie Hawkins-Owens
Campus-Based Para or Operations Staff Rep	Sara Black
District-Level Professional	Richelle Cook
Parent Rep	Erin Phillips
Parent Rep	
Community Rep	JaNae Redmon
Business Rep	Kimber Lucas

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

Date	Time	Location
August 29th	3:20 p.m.	Library
September 26th	3:20 p.m.	Library
November 14th	3:20 p.m.	Library
January 9th	3:20 p.m.	Library
February 20th	3:20 p.m.	Library
April 3rd	3:20 p.m.	Library
May 1st	3:20 p.m.	Library

Woodrow Wilson Elementary School



Campus Improvement Plan 2017-18

Table of Contents

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

School Vision

Maintain high standards and expectations for students, parents, and staff.
Establish a culture of learning that is innovative, research based, and student centered.
Actively recognize and celebrate effort, achievement, and success of all members of our school community.
Cultivate a climate of caring, acceptance, and respect.

School Values

Woodrow Wilson is a school that values perseverance, commUNITY, innovation, integrity, and responsibility.

WIG 1: Improve classroom instruction so that all students will demonstrate one year's growth in Language Arts, Math, Science, and Social Studies as evidenced by data from ELI, SELI, KR, Common Assessments and Standard Based Report Cards by June 2018.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Targeted supplemental student support in literacy will be provided to students using a variety of resources with an emphasis of differentiated instruction and meeting the needs of each student with the support of a Literacy coach and interventionist.</p>	<p>TI: \$30,000 FTEs: 0.5</p> <p>SCE:\$30,000 FTEs: 0.5</p> <p>Persons Responsible: Administration, Instructional Coaches, Reading Recovery teacher and DLL Teachers, Students, all teachers.</p>	<p>CNA RS AA C</p>	<p>Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, ELI, SELI , and STAAR results.</p>	<p>Increased student engagement and one year's growth.</p>	<p>October</p>
<p>Targeted supplemental student support in math will be provided to students using a variety of resources with an emphasis on increasing problem-solving skills with the support of a Math coach and interventionist.</p>	<p>TI: \$30,000 FTEs: 0.5</p> <p>SCE: \$30,000 FTEs: 0.5</p> <p>Administrators, Instructional Coach, Teachers, Students</p>	<p>CNA RS C</p>	<p>Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, Kathy Richardson, Math journals, STAAR results, Think Through Math.</p>	<p>Increased student engagement and one year's growth for all students.</p>	<p>October</p>
<p>Targeted supplemental student support in Bilingual education will be provided to our bilingual students with a focus of building their native language and creating bilingual and biliterate students with the support of a Bilingual Coach and interventionist.</p>	<p>TI: \$30,000 FTEs: 0.5</p> <p>SCE: \$30,000 FTEs: 0.5</p> <p>Administrators, Instructional Coach, Teachers, Students</p>	<p>CNA RS OPD AA</p>	<p>Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, ELI, SELI, and STAAR results, iStations.</p>	<p>Increased student engagement and one year's growth for all students.</p>	<p>October</p>
<p>Teachers will have supplemental professional development time through coaching and collaboration. Teachers will plan and develop lessons for each six weeks that will require students to gain a deeper understanding of the TEKS required. Teams will function as a</p>	<p>TI: \$8,000.00</p> <p>Admin, Teachers, Coaches, Instr. Specialist</p>	<p>CNA RS OPD T A AA</p>	<p>PLC schedule, grade level planning meetings, resources for classroom teachers to increase achievement, walkthroughs, observations.</p>	<p>Increased student engagement and achievement.</p>	<p>October</p>

WIG 1: Improve classroom instruction so that all students will demonstrate one year's growth in Language Arts, Math, Science, and Social Studies as evidenced by data from ELI, SELI, KR, Common Assessments and Standard Based Report Cards by June 2018.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Professional Learning Community.		C			
A coaching and collaboration model will be used to improve Universal, Supplemental, and individualized instruction. Supplemental time will be provided to allow teachers to collaborate.	Ti: \$2,700.00 Read Int/ Coach, Bilingual Int/Coach, Math Int/ Instr. Coach	CNA RS OPD A AA C	IT schedule, IT meeting minutes, PLC artifacts, coaching/intervention log.	Decrease in students receiving Supplemental and Individualized support.	October
Through coaching, collaboration, and staff development, engaging activities and technology will be used to increase student achievement and engagement.	Admin, Grade Level Teams, Tech Team	CNA RS OPD T A AA C	Staff meetings, Purchase Orders, lesson plans, walkthroughs, Study Island, Classworks, Reading Counts, technology events, technology use by students, professional development.	Increase student engagement and academic achievement.	October
Increase parent communication through supplemental communication such as spring parent conferences and newsletters.	Ti: \$316.00 Teachers and Administrators	PI	Newsletters, updated websites, parent conferences, grade level parent meetings, sign in sheets, emails, Remind 101.	Increase collaboration between parents and the school.	October
A variety of parent involvement activities, literature for parents, and community events will be held.	Administration,, Dual Language Team, Team Leaders.	PI	Curriculum nights, Fine Arts programs,, technology events, dual language events, volunteer opportunities.	Increase attendance at parent involvement events using sign in sheets.	October
Teachers and staff will continue to grow towards assessment literacy.	Administration, Instructional Coaches, and Teachers	CNA OPD A C	Growth in the assessment literacy learning walk rubric.	Increase student understanding of their own academic performance.	October
Provide a variety of supplemental resources through our library, literacy library, and classroom libraries so that all students have opportunities to read several books at their	Administration, Librarian, Classroom Teachers, Inclusion Teachers, Dyslexia Teacher, Reading Specialist.	RS OPD AA	Literacy Library, Library, classroom libraries, academic resources, eBooks, iStations.	All students are provided several resources to have lots of reading books at their levels and materials	October

WIG 1: Improve classroom instruction so that all students will demonstrate one year's growth in Language Arts, Math, Science, and Social Studies as evidenced by data from ELI, SELI, KR, Common Assessments and Standard Based Report Cards by June 2018.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
reading level and have materials needed to be successful.				needed.	
Targeted writing instruction will be provided to all students by collaboration through a writing PLC, using strategic writing planning, and specific individualized writing objectives.	Classroom Teachers, Instructional Coaches	CNA RS AA C	Writing binders, journals, student published work.	Students will gain one or more year's growth according to their grade level writing rubric.	October
Provide supplemental opportunities for students to experience real world learning through programs such as field trips to ensure a well-rounded education and to provide experiences to close the opportunity gap.	Classroom Teachers	CNA RS	Field trips, technology, variety of learning opportunities.	Students will have real world experiences through field trips that is applicable to their TEKS.	October
Support students in their educational achievement and behavior through the appropriate intervention.	Coaches, Reading Interventionist, Math Interventionist, Administration, Counselor,, Classroom Teachers	CNA RS OPD AA	MTSS professional development, Staff development, PLC meetings, MTSS meetings, small group instruction, STEP program.	Students will be provided the appropriate intervention.	October
Support Science, Technology, and Math through STEM resources.	Admin, Librarian, Read Int, Math Int, Classroom Teachers	CNA RS OPD	Purchase orders, Makerspace, classroom projects.	Engineering club participation.	October
Reduce the achievement gap between student groups including Economically Disadvantaged, LEP, Bilingual, ESL, and Special Education students.	Administrators and All Staff	CNA RS OPD A AA C	Professional Development, Special Education Staff schedules, interventions.	Achievement gap is reduced.	October

WIG 2: Provide a safe and secure climate for learning that will prepare students to become lifelong learners as evidenced by an increase in positive perception through the Campus Culture & Climate Survey.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Staff and student recognition	Administrators, Counselor, Teachers, and students	CNA	6 week award assemblies, staff meetings, staff celebrations, perfect attendance, mighty mustangs, superstar students, morning broadcast, staff birthdays, grade level spotlights.	Staff celebrations, students recognized at assemblies and morning broadcast, grade levels recognized.	October
We will continue to maintain a campus culture and feeling of safety that promotes high academic achievement in a risk-free environment.	All staff and students	CNA RS	Character counts; Second step: A violence prevention program. Steps to respect: A bullying prevention program. PTA sponsored programs. Stand up Against Bullying Day	Campus culture will be inviting and safe	October
Increase habits and attitudes for 21st century learning.	All staff and students	CNA RS	Campus-wide focus of characteristics that will build unity on our campus and help students with their future, college and career week.	Students and teachers will teach, encourage, recognize, and praise the qualities that make a Wilson student: integrity, perseverance, community, innovation, responsibility.	October
We will continue to promote positive health and fitness for our students and staff.	All staff	RS	Fitness program, District track meet, PE club for 4th and 5th graders, Health lessons, Field Day.	Students and staff will be encouraged to live a healthy and fit lifestyle.	October



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

District scope and sequence based on teacher knowledge UBD units Common assessments Report card assessments
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Findings/Analysis

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

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

Strengths...	Needs...
Using assessment data to determine intervention	K-2 Intervention groups need to be consistent, Permanent K-2 Interventionist needed
Small groups, targeted areas of weakness	9 week report cards
Some students receive direct services	Materials and resources for new language arts TEKS
Consistent intervention in 3-5 grade	STEM resources such as materials for science, technology, engineering, and math.
ELI helps to form reading groups	Vertical writing professional learning community
KR helps identify struggling math students	Spanish reading materials
Using assessment data to identify strengths and weaknesses.	Resources for classrooms for increased rigor.
Data to drive intervention and enrichment	
Grade level common assessments	
Study Island	
Celebrations for math fact fluency in all grade levels	
Assessment for learning staff development	

Summary of Needs

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

Assessment for Learning staff development
STEM resources such as materials for science, technology, engineering, and math
Time provided for staff for professional learning communities
Materials and resources for classrooms to help with planning for increased rigor Tier I and Tier II differentiation
Scheduling support to allow time for interventionist to work with Kindergarten, 1st grade, and 2nd grade
Spanish reading materials



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Enrollment
Attendance
Gender
Special program participation
Teacher-student ratios

Findings/Analysis

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

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

Strengths...	Needs...
1.5 EXPO teachers	2 EXPO teachers
Bilingual interventionist	Dual language inflates class sizes in regular ed classrooms
Math interventionist	Data shows a need for K-2 inclusion and at risk student support for both intervention and special education
ESL interventionist	STEP program for non EXPO students
Reading interventionist	Smaller classes sizes
Special education population reflects campus enrollment	
Title 1 resources	
Spanish dyslexia trained teacher	
Opportunities for all students to experience real world learning through field trips.	
Technology homework club	

Summary of Needs

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

Two GT teachers are needed to support the high number of GT students.
Resources and materials to support the STEP program.
Continue funding a Math coach and interventionist.
Continue funding a Reading coach and interventionist.

Continue funding a Bilingual coach and interventionist.

Special Education and at-risk student support for both intervention and Special Education.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Volunteer information
Demographic data
Parent involvement in classrooms
Parent involvement at events
Parent satisfaction surveys

Findings/Analysis

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

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

Strengths...	Needs...
Literacy night	College awareness for students
Math and Science night	Community volunteers for mentor breakfast.
Science Fair	Increase parent involvement for hispanic families
Dual language events	Fine Arts Night
College and career week	Spring parent conferences 2nd grade
Spring parent conferences for Kinder and 1st	Parent curriculum nights
Parent conference time	
Volunteers for engineering club	
Chess club	
Parent meetings	
Character assemblies	
Extracurricular events	
Communication in English and Spanish	
Ballet Folklorico	

Summary of Needs

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

Spring parent conferences for Kinder-2nd Grade
--

Increase parent involvement for our spanish speaking families
Continue family and parent community events
Curriculum nights to showcase what students have learned and future learning
Fine Art night to showcase what students have learned and future learning



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

School Structure
Decision-Making processes
School leadership
Duty schedule
Campus schedule
Interventionist schedule

Campus map

Findings/Analysis

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

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

Strengths...	Needs...
RTI process	K-2 Interventionist
3-5 grade interventionist support	More special education staff
Campus leadership team	Scheduling help for Special education minutes and schedule.
Title 1 funds devoted to increased support in areas of need such as STAAR intervention and resources	Schedules for interventionists
Consistent climate of excellence, high expectations, and respect for students and staff	Grade level lunches at the same time
Literacy groups	Technology in specials rotation

Summary of Needs

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

Scheduling help for Special Education minutes and schedule
Interventionist schedule to allow kindergarten-2nd grade support
Update master schedule to allow grade levels to have lunches at similar times



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Teacher surveys
Parent and community surveys
Teacher feedback
Student feedback
Walkthrough data

Findings/Analysis

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

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

Strengths...	Needs...
Family involvement	More funds for celebrations
Large and active PTA	RTI student support for behavior
High expectations	Communication with parents about student progress
Overall classroom management	Updated technology to support 21st century skills
Teacher-student interactions	Emphasize Wilson strengths with students
Time management	
Character counts	
2nd step social skills training	
Skills to support 21st century learning	
Connection with local colleges and universities	
Culture of respect for all	
Health and fitness is encouraged for students and staff.	

Summary of Needs

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

Continue to build on staff and student recognition and celebrations
Continue to communicate and support parent involvement activities
Increase communication with parents in regards to student performance
Increase student behavioral support



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Teacher certification data
Staff effectiveness
PDAS walkthrough data

Service years

Findings/Analysis

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

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

Strengths...	Needs...
Staff is very knowledgeable	Staff development needs to be more practical and less theory
Decisions are data driven	K-2 interventionist
Staff development meets the campus needs	Inclusion teacher training for specific grade levels.
Self evaluations	
Data driven staff development	
Staff retention rates	
Mentor programs for new to position	
Recruitment activities	
Staff appreciation	
New teacher time with mentors and instructional coaches.	
Book studies that promote staff professional growth	

Summary of Needs

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

Provide time for teachers to spend with mentor teachers and instructional coaches
Provide time for staff new to campus to spend with mentor groups
Content specific training for Special Education teachers



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State Assessment Data
TELPAS Data
Course/Class Grades
Retention Rates
Teacher feedback
Teacher observation
Teacher Data
Benchmark Data

Findings/Analysis

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

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

Strengths...	Needs...
Students start using Reading counts as early as possible	Need more vocabulary resources
Study Island is provided in all subjects in English and Spanish	Need more spanish resources and materials
Reading interventionist	Intervention groups are large
Reading Coach	Need more instructional time
Math interventionist	Planning sessions/periods often are interrupted
Math Coach	Usable/consumable/able to copy resources
Title 1 tutors for intervention	Knowledge of technology
Strong PTA support	Full time bilingual reading recovery and dyslexia teacher.
Vertical planning time provided when needed	Interventionist for K-2 for Math
Technology available	Interventionist for K-2 for Reading
Writing training	Writing vertical alignment
Saturday School for Bilingual/ESL students	Special Education students underperform on State Assessments when compared to their peers.
Vertical planning	
After school snacks for tutoring	

Summary of Needs

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

Full time bilingual reading recovery and dyslexia teacher
Intervention time for Kindergarten-2nd Grade
Additional materials and resources for classroom instruction
Additional materials and resources for bilingual classrooms and instruction
Time for teachers to have vertical alignment PLC



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Teacher data Classroom data District technology plan
--

Findings/Analysis

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

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

Strengths...	Needs...
Students can bring electronic devices	Availability of class sets
Technology is used as a teaching tool	Monitoring technology use for damage to hardware
Computer labs are used daily	21 century computer skills-Coding or using computer programs.
Technology check-out systems runs smoothly	Document cameras are dying and need to be replaced.
Technology can be motivating in all curriculum areas	Online safety
Online textbooks	Interactive whiteboards
Reading Counts	Online textbook training
Study Island	Chromebooks or iPads available for K-3.
Wifi	Technology staff development
Campus technology specialist	
Substitutes can use the technology	
Student Portal	
STEAM club	
Robotics	
Maker Space	
3-D printer	

Summary of Needs

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

Technology availability for class sets
Replacement of old equipment
Technology staff development for current equipment
Online safety student training



Summary of Priority Needs

Demographics...

Two GT teachers are needed to support the high number of GT students.
Resources and materials to support the STEP program.
Continue funding a Math coach and interventionist.
Continue funding a Reading coach and interventionist.
Continue funding a Bilingual coach and interventionist.
Special Education and at-risk student support for both intervention and special education.

Student Achievement...

Full time bilingual reading recovery and dyslexia teacher.
Intervention time for Kindergarten-2nd grade.
Additional materials and resources for classrooms and instruction.
Additional materials and resources for bilingual classrooms and instruction.
Time for teachers to have vertical alignment PLC.

School Culture and Climate...

Continue to build on staff and student recognition and celebrations.
Continue to communicate and support parent involvement activities.
Increase communication with parents in regards to student performance.
Increase student behavioral support.

Staff Quality, Recruitment and Retention...

Provide time for teachers to spend with mentor teachers and instructional coaches.
Provide time for new to campus to spend with mentor groups.
Content specific training for Special Education teachers.

Curriculum, Instruction, and Assessment...

Assessment for learning staff development.
STEM resources such as materials for science, technology, engineering, and math.
Time provided for staff for professional learning communities.
Materials and resources for classrooms to help with planning for increased rigor and new TEKS and allow differentiation for Tier I and II.
Scheduling support to allow time for interventionist to work with Kindergarten, 1st grade, and 2nd grade.
Spanish reading materials.

Family and Community Involvement...

Spring parent conferences for Kinder-2nd Grade.
Increase parent involvement for our spanish speaking families.
Continue family and parent community events.
Curriculum nights to showcase what students have learned and future learning.
Fine Arts night to showcase what students have learned and future learning.

School Context and Organization...

Scheduling help for Special Education minutes and schedule.
Interventionist schedule to allow kindergarten-2nd grade support.
Update master schedule to allow grade levels to have lunches at similar times.

Technology...

Technology availability for class check-out.
Replacement of old equipment.
Technology staff development for current equipment.
Online safety student training.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Kim Schenck
Teacher	Kim Smith
Teacher	Fernando Reyna
Teacher	Vanessa Arispe
Teacher	Nancy Cheek
Teacher	Lilliana O'Connor
Teacher	Kerry Morgan
Campus-Based Nonteaching Professional	Rosann Thomas
Campus-Based Para or Operations Staff Rep	Sheryl Blount
District-Level Professional	Sandy Brown
Parent Rep	Melissa Cooper
Parent Rep	Mendie White
Community Rep	Kathryn Pole
Community Rep	Ben Oehlschlaeger
Business Rep	Jennifer Collins
Business Rep	Vicki Sargent

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

Date	Time	Location
8/21/2017	3:15 PM	Wilson Library
9/25/2017	3:15 PM	Wilson Library
10/30/2017	3:15 PM	Wilson Library
1/29/2018	3:15 PM	Wilson Library
2/26/2018	3:15 PM	Wilson Library
3/26/2018	3:15 PM	Wilson Library

4/30/2018

3:15 PM

Wilson Library