

**2016-17  
Campus Improvement Plan  
for  
John H. Guyer High School**

**Denton Independent School District**

## **Mission Statement**

### **Denton Independent School District's Mission Statement**

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

### **John H. Guyer High School's Mission Statement**

#### Mission Statement

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

#### Motto

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

## Board Goals

### Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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


**Campus Improvement Plan  
John H. Guyer High School**

**Progress Report Date:**

**WIG 1**

Through implementation of a focused academic intervention, acceleration, and enrichment plan, we will increase student achievement, as measured by students performing at the Level II: Satisfactory Academic Performance level, in each student accountability group by 5% on each STAAR EOC assessment by June 2017, and we will increase student achievement, as measured by students performing at the Level III: Advanced Academic Performance level by 5% on each STAAR EOC assessment by June 2017.

<b>Lead (Action Steps)</b>	<b>Persons Responsible/Resources</b>	<b>TI SW</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Progress Monitoring</b>
Provide core areas with specific student EOC data from 2016 EOCs for data disaggregation and individual goal setting; strengthen rigor in PreAP and AP classes to ensure instruction is at the necessary rigor for success on AP exams and post-secondary readiness  <b>Addresses missed system safeguard</b>	Administrators Testing Coordinator		Department Meeting Agendas PAP/AP Meeting PLC Agendas	Increased EOC and AP scores	<b>June</b>
Continue common planning times for staff to collaborate on instruction and assessments  <b>Addresses missed system safeguard</b>	Administrators Department Heads		Planning Date Data Calendar of Dates PLC Agendas	Increased success in student grades and EOC tests	<b>June</b>
The Guyer staff will implement a Response to Intervention Program that will increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities, focused EOC study sessions, and mentoring programs.  <b>Addresses missed system safeguard</b>	Administrators, Teachers, Counselors		Sign in Sheets Class lists Nine week grades	Evidence of increased success for at-risk students in grades and EOC tests	<b>June</b>
English staff will increase evidence-based reading opportunities for all students in English classes and all other content areas, utilize common planning to create common assessments and analyze common assessment data from Aware to determine areas of need, and design lessons and curriculum for intervention that takes place during the school day, after school, and during the summer  <b>Addresses missed system safeguard</b>	English Staff		Department meetings, PLC Agendas, Lesson plans, common planning, walk-throughs, PSAT/SAT/ACT data, after school and summer tutorial attendance	Increased success in EOC tests, PSAT/SAT/ACT tests, and student grade reports	<b>June</b>
Math staff will utilize the common planning time to plan for student access to online tutorials and plan for flipped classrooms. Math staff will also analyze items on the EOC and classroom tests to determine areas of need.  <b>Addresses missed system safeguard</b>	Math Staff		Lesson Plans Planning Agenda PLC Agendas Walkthrough Data On line Tutorials Websites	Evidence of increased success in student grades and EOC tests	<b>June</b>

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

## Campus Improvement Plan John H. Guyer High School

### WIG 2

The Guyer High School students and staff will develop an atmosphere of acceptance at Guyer High School by showing a 5% increase in feelings of safety and connectedness by June of 2017.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide Zone Presentations for all students and staff on Bully Prevention, Suicide Prevention, Child Sexual Abuse and Assault, Teen Dating and Relationship Violence and Harassment, and Substance Abuse Prevention, with an emphasis on living well.  <b>Addresses missed system safeguard</b>	Counselors Administrators		Pretest concerning safety and connectedness on campus Zone Schedule Discipline Data	Post Test concerning safety and connectedness on campus  Lower incidences of Bullying, harassment, fighting, etc. on the end of year discipline report	<b>June</b>
Parent education in mental health and wellness through conducting parent presentations and providing resources.  <b>Addresses missed system safeguard</b>	Counselors Administrators SRO		Parent Presentation Attendance Post-Parent Presentation Surveys	Increased parent participation Increased parent requests for resources Increased traffic on mental health website	<b>June</b>
Continue monthly safety audits of facilities.  <b>Addresses missed system safeguard</b>	Administrators		Calendar or Audits	Calendar of Audits	<b>June</b>
Continue to communicate with parents through E Alerts, Guyer Website, HAC, and Newsletters.  <b>Addresses missed system safeguard</b>	Administrators; Counselors; Librarians and Technology Specialists		Website E-Alerts Newsletters Gradespeed Usage	Parent Survey Website E-Alerts Newsletters Gradespeed usage	<b>June</b>
Implement Grit series to assist students in understanding the benefits of grit and to provide instruction on and opportunities to develop grit in our student body  <b>Addresses missed system safeguard</b>	Administrators; Counselors		Zones; Grit Presentations	Pre/Post Student Grit Surveys	<b>June</b>

## **John H. Guyer High School Campus Improvement Plan**

### **2016-17 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at John H. Guyer High School conducted a comprehensive needs assessment for the 2016-17 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.





**Student Achievement**

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

Potential Data Sources:

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

**Data Sources Reviewed**

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

List the actual data sources reviewed below.

2016 EOC data	PSAT/SAT Results
AP/Dual Credit Data	Campus and District Assessments
Texas Academic Performance Report	
Course/Class Grades	
Graduation rates	

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

## Findings/Analysis

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

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

### Strengths

High graduation rates

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National Merit Scholarship participants

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High participation in AP/Dual Credit Courses

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Student growth in accountability groups on TAPR

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### Needs

Continue to support PSAT group/class

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Continue to refine Rtl system

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Establish Fundamental Five Instructional Plan

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PLC focus

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## Summary of Needs

Focus on Fundamental Five Instructional Cycle

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Focus on quality Professional Learning Communities

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Refine Rtl system

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Support PSAT group/class

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**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, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

**Data Sources Reviewed**

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

List the actual data sources reviewed below.

Special program participation	
At risk student group	
Graduation, completion, Dropout, GED data	
Post secondary enrollment	

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

## Findings/Analysis

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

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

### Strengths

Graduation rate

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Academic success and achievement of individual student groups

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Stability of student body

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### Needs

Ensure that staffing is adequate for student needs

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Refinement of system for minimizing potential dropouts

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Continue to promote post-secondary readiness

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Ensure that master schedule meets needs of our diverse student body

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## Summary of Needs

Continue to promote post-secondary readiness

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Ensure that master schedule meets needs of our diverse student body

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Refinement of system for minimizing potential

---

Ensure that staffing is adequate for student needs

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**School Culture and Climate**

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

Potential Data Sources

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

**Data Sources Reviewed**

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

List the actual data sources reviewed below.

Student surveys	
Staff surveys	
Parent conferences/surveys	
Walkthrough data	

See page 9 of the guide for probing questions related to School Culture and Climate

**Findings/Analysis**

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

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

**Strengths**

Engaged staff and student body

Tradition of excellence established over time

Family atmosphere throughout the campus

**Needs**

Provide more opportunities for parent involvement/participation/engagement in the learning process

Improve communication to all stakeholders in the learning process

Continue to develop student leaders and ambassadors

**Summary of Needs**

Provide more opportunities for parent involvement/participation/engagement in the learning process

Improve communication to all stakeholders in the learning process

Continue to develop student leaders and ambassadors



## Staff Quality, Recruitment and Retention

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

### Potential Data Sources

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

Staff mobility/stability	Highly Qualified Report
PDAS data	Master schedule
Teacher Student Ratios	Professional development data

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

## Findings/Analysis

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

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

### Strengths

100% Highly Qualified Staff

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Engages teaching staff

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Teaching staff highly knowledgeable and skilled in content areas

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Campus First Year Teacher Support

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Teacher to Teacher Mentors

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### Needs

Additional support needed in special education teaching staff

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Professional development opportunities in identified areas of teacher need

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Additional T-TESS professional development for staff

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### Summary of Needs

Additional support needed in special education teaching staff

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Professional development opportunities in identified areas of teacher need

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Additional T-TESS professional development for staff

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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.

Regular, Pre-AP, AP, Dual Credit Data

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PDAS walkthroughs and observations

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Instructional Delivery and Design

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Look 2 Learn Data

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Campus and district benchmark data

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TAPR

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Lesson Plans

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

## Findings/Analysis

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

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

### Strengths

High quality lesson planning

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High quality lesson delivery

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Evidence of student success

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Increased participation in advanced courses

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### Needs

Continue to seek methods for ensuring increased rigor and relevance in lesson delivery

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Ensure that data-based PLC discussions focus on teaching and learning

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Continue to recruit students for participation in advanced courses

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## Summary of Needs

Continue to seek methods for ensuring increased rigor and relevance in lesson delivery

---

Continue to recruit students for participation in advanced courses

---

Ensure that data-based PLC discussions focus on teaching and learning

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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 achievements for all students

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

PTSA membership

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Parent surveys

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Home Access Center Usage

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Adopt-a-School

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Volunteer Logs

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See page 12 of the guide for probing questions related to School Culture and Climate

## Findings/Analysis

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

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

**Strengths**

Parental support  
Community support  
Started GHS Alumni Association  
 

**Needs**

Increase membership and participation in PTSA  
Increase opportunities for parent involvement and engagement in the learning process  
Increase volunteer participation on campus activities  
Increase business and community partnerships

**Summary of Needs**

Increase membership and participation in PTSA  
Increase opportunities for parent involvement and engagement in the learning process  
Increase volunteer participation on campus activities  
Increase business and community partnerships



**School Context and Organization**

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

Potential Data Sources:

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

**Data Sources Reviewed**

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

List the actual data sources reviewed below.

CLT Agendas	
PLC Agendas	
Campus Administrator Agendas	
Department Chair Agendas	
Master Schedule	

See page 13 of the guide for probing questions related to School Culture and Climate

## Findings/Analysis

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

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

### Strengths

Building Leadership

Department Chair Leadership

CLT Leadership

### Needs

Continue to develop structures that support high levels of leadership

Continue to define and ensure that the roles of campus leadership evolve

Continue to support campus as a PLC

## Summary of Needs

Continue to develop structures that support high levels of leadership

Continue to define and ensure that the roles of campus leadership evolve

Continue to support campus as a 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.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

### Data Sources Reviewed

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

List the actual data sources reviewed below.

STaR Chart

Technology Professional Development Participation

Technology policies and procedures

Technology plan

See page 14 of the guide for probing questions related to School Culture and Climate

## Findings/Analysis

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

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

### Strengths

### Needs

## Summary of Needs

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## Comprehensive Needs Assessment Summary of Priority Needs John H. Guyer High School

### **Demographics:**

- Continue to promote post-secondary readiness
- Ensure that master schedule meets needs of our diverse student body
- Refinement of system for minimizing potential
- Ensure that staffing is adequate for student needs

### **School Culture and Climate:**

- Provide more opportunities for parent involvement/participation/engagement in the learning process
- Improve communication to all stakeholders in the learning process
- Continue to develop student leaders and ambassadors

### **Curriculum, Instruction and Assessment:**

- Continue to seek methods for ensuring increased rigor and relevance in lesson delivery
- Continue to recruit students for participation in advanced courses
- Ensure that data-based PLC discussions focus on teaching and learning

### **School Content and Organization:**

- Continue to develop structures that support high levels of leadership
- Continue to define and ensure that the roles of campus leadership evolve
- Continue to support campus as a PLC

### **Student Achievement:**

- Focus on Fundamental Five Instructional Cycle
- Focus on quality Professional Learning Communities
- Refine RtI system
- Support PSAT group/class

### **Teacher Quality:**

- Additional support needed in special education teaching staff
- Professional development opportunities in identified areas of teacher need
- Additional T-TESS professional development for staff

### **Family and Community Involvement:**

- Increase membership and participation in PTSA
- Increase opportunities for parent involvement and engagement in the learning process
- Increase volunteer participation on campus activities
- Increase business and community partnerships

### **Technology:**

## Campus Leadership Team (CLT)

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

CLT Meetings for 2016-17			
#	Date	Time	Location
1	9/14/2015	4:15	Library
2	2/15/2015	4:15	Library
3	4/4/2015	4:15	Library
4		4:15	Library
5		4:15	Library