

Denton Independent School District



Campus Improvement Plans 2018-2019

Braswell Zone

2018-2019 Denton ISD Wildly Important Goals (WIG's)

Elementary Campuses

Bell

WIG 1: Bell Elementary will increase student achievement by fostering a community and culture of learning where the focus is on all students making at least one year's growth.

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

WIG 3: Increase staff engagement (staff feel recognized) as evidenced by Campus Culture & Climate surveys.

Cross Oaks

WIG 1: Through the use of high quality universal, supplemental, and individualized teaching practices, the staff of Cross Oaks Elementary School will support our students making at least a full year's worth of academic growth in language arts, math, and science as measured by campus, district, and state universal screeners and assessments.

WIG 2: Through the implementation of processes addressing students' social and emotional needs and systems to involve parents and community members as partners in education, Cross Oaks Elementary stakeholders will increase their engagement in meaningful learning and connection to our school culture. Progress will be measured by an increase in our annual attendance rate to at least 97.5%, a 10% reduction in office referrals, and a goal of maintaining at least 90% of respondents on the 2018 Denton ISD culture and climate survey ranking the overall quality of our school as excellent or good.

Paloma Creek

WIG 1: Paloma Creek Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that all students achieve: a minimum of one year's growth by June of 2019.

WIG 2: Paloma Creek Elementary will establish a positive social, emotional, and academic culture through events and programs that will build collegiality among all stakeholders by June of 2019.

Providence

WIG 1: Providence Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth by June of 2019.

WIG 2: Providence Elementary will establish a positive social, emotional and academic culture and climate through events and programs that will build positive relationships and collegiality with all stakeholders by June 2019.

WIG 3: Providence Elementary will deliver focused, relevant lessons through the Workshop Model as a means of increasing student engagement and purposeful learning experiences.

Savannah

WIG 1: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% of all students will show a minimum of one year's growth in math and reading by June 1, 2019.

WIG 2: Savannah Elementary School staff and teachers will engage in frequent transparent communication that produces a 25% increase from BOY Savannah Engagement Survey by June 1, 2019.

Middle School Campuses

Navo

WIG 1: Navo Middle School will establish a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2019.

WIG 2: Expected student growth for Navo Middle School will increase by at least 10% in math and reading, as shown on STAAR assessment data.

Rodriguez

WIG 1: By the end of 2018-19, 80% of our stakeholders will complete and rate RMS a 4-5 (meet to exceeds) in all categories on culture and climate surveys.

WIG 2: RMS will meet or exceed the district average in all State Assessments by May 2019.

Alternative Campuses

Davis

WIG 1: As addressed in TEA Chapter 37:008, provide a DAEP that addresses supervision, self-discipline and counseling so that recidivism remains below 20%.

WIG 2: To provide a safe and secure educational placement that promotes compliance to the Denton ISD Code of Conduct. DAEP placements will not exceed 2.8% of the student population per year.

WIG 3: As addressed in TEC 37.006, provide, English language arts, mathematics, science, history. In addition to these four classes, students receive instruction in social skills, character education, electives (provided by home campus), and P.E.

Sparks

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

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

High School Campus

Braswell

WIG 1: Establish and facilitate systematic processes for faculty and staff that include professional development opportunities, collaborative data analysis, student intervention development, and research-based instructional strategies that promote the closing of achievement gaps and increased student achievement among all student groups by May 2019.

WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, programs and communication that will build collegiality among all stakeholders by June of 2019.

Denton Zone

2018-2019 Denton ISD Wildly Important Goals (WIG's)

Elementary Campuses

Alexander

WIG 1: Reflect on teaching practices that will increase student achievement by 5% in Meets and master's Category by the end of Spring 2019 in all subject areas. This will be monitored through district Universal Screeners, STAAR, formatives and DRA.

WIG 2: Reflect on teaching practices that will increase student reading levels to on level in K-2 to 80% by the end of Spring 2019.

This will be monitored through district Universal Screeners, ELI/ESLI, formatives and DRA.

Borman

WIG 1: In the 2018-2019 school year Borman will increase the amount of opportunities for the academic advancement of our students in literacy through intervention, enhancement, parent involvement, and teacher development so that at least 80% of all students are reading on grade level.

Evers Park

WIG 1: Evers Park Elementary will improve our universal best practices in literacy using high-quality, research-based instructional practices as evidenced by:

- 85% or more of students (K-3) will be reading on grade level by the end of the year (ELI, SELI, Fountas & Pinnell)
- Increase the percentage of students making Expected and Accelerated growth in Reading based by 10% in 2019 (data pulled from STAAR progress report in elementary)
- Increase the percentage of students at Meets and master's Grade Level Standard on Reading STAAR by 10 % in all students and all subgroups (data pulled from Stoplight Elementary Report)

WIG 2: Evers Park Elementary will improve its overall engagement of all stakeholders as evidenced by:

- Increase the overall Engagement Level from the 2017-2018 Employee Engagement Survey 79% (52.14 of 66 staff are engaged or highly engaged)

Houston

WIG 1: On Spring of 2019 STAAR we will have an increase of 5% more students who receive a Meets Grade Level Standard on each subject tested.

WIG 2: Raise the percentage of K-2 students who are reading on grade level from 78% in May 2018 to 80% in 2019.

Newton Rayzor

WIG 1:

- Improve classroom instruction through Transdisciplinary teaching and learning to increase the student achievement by 5% in Meets and Mastered categories by May of 2019.
- Improve classroom instruction through Transdisciplinary teaching and learning to increase the student achievement by 5% in ELI/SELI by May of 2019.

W. S. Ryan

W.S. Ryan Elementary WIG 1: Improve universal instructional strategies in all core subject areas to increase student achievement as evidenced by:

- At least 80% of all students in grades K-3 will be on level in Reading on the ELI/SELI/DRA/Common Assessments by May 2019.
- We will have an increase of at least 5% in the Meets and master's categories on the STAAR for all subject areas in grades 3-5 by May 2019.

WIG 2: WS Ryan will continue to improve the campus climate and culture by increasing our family & community involvement through family & community engagement events and extracurricular activities, designed to increase student engagement and achievement by May 2019.

Gonzalez School for Young Children

WIG 1: In an effort to increase parental and community involvement, Gonzalez SYC will provide at least 2 school sponsored events every month.

WIG 2: Using CLI Assessment data and district provided rubrics, 80-85% of Pre-Kindergartners (only the students going to Kindergarten next year) will improve by at least one level in the following areas: Reading (Words in a Sentence-Phonological Awareness, Letter-Sound Correspondence) and Writing (Book and Print Knowledge, Early Writing Skills).by the end of the 2018-2019 school year.

Middle School Campuses

Calhoun

WIG 1: Calhoun students will be at or above the state level on all STAAR test for the 2018-2019 school year

McMath

WIG 1: McMath will increase the amount of opportunities for the academic advancement of our students in reading through intervention, enhancement, and teacher development so that at least 85% of all students are reading on grade level. (2018 was 80% school-wide)

WIG 2: Create a culture that will foster social and emotional well-being for staff and students, so that they feel safe (physically and emotionally), so that McMath will be an environment where learning can take place.

High School

Denton

WIG 1: Denton High School will increase the academic success of its At-Risk population (defined as Econ. Disadvantaged or Low-SES in state reporting) as evidenced by a 5% increase in EOC scores in Alg. I, Eng. I, and Eng. II and an 10% reduction of academic failures.

WIG 2: Within Advanced Academics, Denton High School will increase the number of IB Diploma candidates who earn the full diploma to 60% and increase the IB exam passing rate to 70%. The percentage of AP students who pass AP exams will increase to 40%.

Guyer Zone

2018-2019 Denton ISD Wildly Important Goals (WIG's)

Elementary Campuses

Adkins

WIG 1: By May 2018, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Math and Reading for every student. This will be evidenced by:

- Kindergarten - 2nd Grades: Early Literacy Inventory - 95% of students ending the year "On-Level" with 5% or fewer ending at "Progressing"
- Kindergarten - 2nd Grades: Primary Numeracy Assessment - 95% of students ending the year "On-Level" with 5% or fewer ending at "Progressing"
- 3rd - 5th Grades: STAAR - increase the combined expected and accelerated progress rate 5% points in reading and math (currently 73% in Reading, 78% in Math)

Blanton

WIG 1: Blanton Elementary School will focus on ensuring at least one year's growth in Math and Reading for every student. This will be evidenced by:

- K - 2nd Grades - Early Literacy Inventory - 95% of students ending year "On Level," with 5% or fewer ending at "Progressing"
- K - 2nd Grades - Primary Numeracy Assessment - 95% students ending year "Ready," with 5% or fewer ending at "At Risk"
- 3rd - 5th Grades - Increase Meets and master's level by 5% in both Math and Reading
- 4th - 5th Grades - Increase the combined Expected and Accelerated Progress Rate by 5% in both Math and Reading

WIG 2: Blanton Elementary School will develop a comprehensive approach to the holistic (social/emotional/behavioral) growth of every child with all stakeholders. This will be evidenced by:

- Climate and culture surveys-Increase of 5% parent satisfaction in areas of academic and student support
- Discipline Data-reduction in office referrals

E. P. Rayzor

WIG 1: By May of 2019, Improve Tier 1 instruction to ensure the academic growth all students and increase the combined expected and accelerated progress rate by 5% in reading and math on the 2019 STAAR test.

WIG 2: Provide a safe, orderly and well-maintained climate for learning and encourage participation by all members of the school community, especially parents, in the continuous improvement of the educational system and school climate increasing student ownership of their learning.

Hawk

WIG 1: By May 2019 Hawk Elementary School will focus on ensuring at least one year's growth in Math and Reading for every student. This will be evidenced by:

K - 2nd Grades - Early Literacy Inventory - 95% of students ending year "On Level, "with 5% or fewer ending at "Progressing"

K – 2nd Grades - Primary Numeracy - 95% students ending year "Ready," with 5% or fewer ending at "At Risk" by end of 2nd grade

3rd - 5th Grades - will increase the expected and accelerated progress rate to 5% points in reading and math (currently 68% Reading; 82% in Math)

WIG 2: By May of 2019, the staff and community of Hawk Elementary will increase the combined engaged and highly engaged rate to 90%

L A Nelson

WIG 1:
Each student will make at least 1 years' worth of academic growth in all subject areas. (Stretch Goal)

**By May 2019, all students will increase the expected and accelerated progress rate by 5% points in reading, math, writing, and science.
Current data: Reading = 88%, Math = 84%, Writing = 75%, Science = 89%**

McNair

WIG 1: McNair Elementary will improve tiered instruction through implementation of workshop model, assessment literacy strategies, progress monitoring through collection of data, and ensuring appropriate interventions occur based on this data. This will be evidenced by all students making the expected growth (1-year progress) in math and reading by May 2019.

Middle School Campuses

Crownover

WIG 1: Improve student achievement around student progress in each grade level, content area, and special populations as measured by performance on local, district, and state assessments by 5%, as well as increase Index #2 (student progress) by 5 points as measured on the State Report card performance.

WIG 2: Crownover Middle School will develop a positive campus culture through events, programs, and timely and effective communication with students, staff, and parents as measured by campus and district surveys.

Harpool

WIG 1: By May 2019, 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. This will be measured by the end of the year surveys. We would like to see a 10% reduction in negative feedback and a 10% increase on overall school safety.

WIG 2: All students will attain expected growth of at least one grade level in reading and math by the end of the year.

High School

Guyer

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 2019, 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 2019.

WIG 2: Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Education Agency's College, Career, and Military Readiness Indicators, we will increase the percentages of students meeting academic indicators or standardized testing benchmarks by June 2019. Additionally, Guyer High School will ensure that the percentages of students engaged in school and community activities and organizations increases by June 2019.

WIG 3: The Guyer High School student body and staff will develop an atmosphere of acceptance at GHS by showing a 5% increase in feeling of safety and connectedness by June 2019.

Ryan Zone

2018-2019 Denton ISD Wildly Important Goals (WIG's)

Elementary Campuses

Ginnings

WIG 1: Improve student achievement to decrease the gap between district and campus performance by 5% or more as evidenced by local and/or state assessments during the 2018-2019 school year.

WIG 2: Improve school culture and climate to increase school-wide engagement among students, staff, parents, and the community to 90% or higher as evidenced by the K12 Insight survey at the end of the 2018-2019 school year.

Hodge

WIG 1: Increase "Meets Grade Level or Above" (not "approaches") on all STAAR tests from 48% to 66% by improving Tier I instruction, interventions, and preventative programs.

WIG 2: Increase attendance rate from 97.2% to 97.5% by increasing engagement and reducing chronic absenteeism.

Pecan Creek

WIG 1: By May 2019, Pecan Creek Elementary will improve universal instruction, both vertically and horizontally, to decrease the number of students receiving individualized interventions to 5% and supplemental interventions to 15%.

WIG 2: By May 2019, 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.

Rivera

WIG 1: Improve Tier I (classroom) instruction, to ensure a minimum of 75% of Rivera students in all sub groups will meet grade level expectations in Reading and Math, as evidenced by ELI/SELI, KR, reading levels, Istation, Imagine Math, zone/formative assessments, and STAAR by July 2018.

WIG 2: Increase campus wide student attendance by .92% from 96.08% to 97.00% by establishing a safe, healthy, and positive social, emotional, and academic culture on campuses, as evidenced by the Rivera end-of-year (July 2019) student attendance report.

Stephens

WIG 1: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, 50% of the students in grades 3 through 5 will reach the “Meets Level” of the Reading STAAR in June 2019. In addition, grades 4 and 5 will have a 5% growth in the “Masters Level” of Reading, as evidenced by the respective grade level cohort groups between June 2018 and June 2019.

WIG 2: Through targeted instructional, behavioral and intervention strategies, as evidenced by district and state assessment reports between the dates of July 2018 to July 2019, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 10% in the areas of Math and Reading.

Wilson

WIG 1: Improve classroom instruction so that all students will demonstrate a minimum of 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 2019.

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.

Middle School Campuses

Myers

WIG 1: By May 2019, 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.

WIG 2: By May 2019, 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.

Strickland

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.]

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.

High School Campuses

Advanced Technology Center

WIG 1: ATC will increase the number of CCMR recognized and additional industry certification offerings and completions.

WIG 3: Create and implement marketing support tools to strategically market programs to appropriate audiences at the appropriate grade levels.

Fred Moore

WIG 1: Fred Moore High School will implement strategies to increase its TEA campus accountability rating for the CCMR (College, Career, Military Readiness) component of Domain 1 (Student Achievement) to 70 or higher for the 2018-19 school year.

WIG 2 (Student Engagement): Over 80% of Fred Moore high School students enrolled during the 2018-19 school year will actively participate in extra and co-curricular activities.

Ryan

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. RHS will strive to increase passing percentages in all End-of-Course assessments, exceeding the state averages.

WIG 2: Ryan High School will work to recognize and retain high quality teachers and will strive to consistently honor the accomplishments of staff and students.

WIG 3: By the end of the 2018-2019 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 20%.

Braswell Zone



Campus Improvement Plan 2018-19

Catherine Bell Elementary



Campus Improvement Plan 2018-19

Catherine Bell Elementary

Campus Improvement Plan 2018-19

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

Learning for all.

School Vision

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

School Values

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

WIG 1: Bell Elementary will increase student achievement by fostering a community and culture of learning where the focus is on all students making at least one year's growth.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Bell staff will develop and implement with fidelity a progress monitoring system that collects multiple sources of data for every student K-5, is reviewed frequently in grade level groups, and drives classroom instruction and intervention instruction.</p> <ul style="list-style-type: none"> • Data Collected: DRA reading level, iStation scores, Imagine Math scores, BluePrint scores, K-5 Math Facts scores, common assessment scores, district writing assessments, ELI, KR, STAAR benchmark data • Implement a monitoring system that keeps track of student intervention minutes on iStation and Imagine Math/Blue Print that recognizes students for making growth wherever their starting level • Common progress monitoring document • Tler 3 interventions with the interventionists will be determined based on the data collected • Data collected will be reviewed for growth of all subgroups including but not limited to: Asian, African American, Hispanic, Special Education, ELL, Economically Disadvantaged. Special attention will be paid to closing the gap (more than one year's progress) for African American, Hispanic, Economically Disadvantaged, and Special Education groups based on 17-18 data. 	<p>Classroom teachers Instructional interventionists Admin</p>	<p>\$33,000 Title 1 Targeted Assistance Funds - Halftime K-2 Literacy Interventionist</p>		<p>Progress Monitoring Documentation By Grade Level and Classroom (reading, writing, math)</p> <p>DMTSS Meeting Agendas and Interventions Assigned</p> <p>Flexible Groupings in Daily Intervention</p> <p>PLC Agendas</p>	<p>Increased student achievement, growth of students</p> <p>2018-2019 STAAR scores (including growth measure) as compared to 2017-2018 STAAR scores, ELI scores, and KR scores.</p> <p>Growth as reported by iStation (K-5), Imagine Math (2-5), and Blueprint (K-1)</p> <p>Increase number of students reading on grade level by Grade 3</p>	
<p>Teachers will engage in regular Professional Learning Community work that focuses on a backwards design model, analysis of student</p>	<p>Classroom teachers Instructional</p>			<p>PLC Agendas Team Notes</p>	<p>Walk-through data/feedback over time</p>	

WIG 1: Bell Elementary will increase student achievement by fostering a community and culture of learning where the focus is on all students making at least one year's growth.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>data, and determining next steps for instruction.</p> <ul style="list-style-type: none"> Identify essential standards Study, discuss, and unpack TEKS Keep the end in mind - review report card assessments/transfer tasks, STAAR released questions.. Determine appropriate level of rigor. Create learning targets based on TEKS, UbD Units, etc. Consider pre-requisite skills needed. Sequence learning targets in order of cognitive demand. Discuss common misconceptions anticipated. Create criteria for common understanding of success/mastery. Answer - what evidence of learning will we collect and document? Develop/review common pre-assessments and common formative assessment. Teach - Cycle of analyzing data, monitoring, and adjusting instruction and intervention/acceleration. <p>PLC will continue to focus on new learning and professional development:</p> <ul style="list-style-type: none"> Lucy Caulkins Reading Units of Study will be implemented K-5 (at least one unit per semester). 	<p>interventionists Admin</p>	<p>\$16,810 Title 1 Targeted Assistance Funds - Substitutes for Grade Level Planning and Implementation</p>		<p>List of Essential Standards/Unpacked TEKS</p> <p>Walkthroughs (evidence of implementation)</p> <p>Student data</p> <p>Intervention/Acceleration plans of action</p> <p>PLC Non-Negotiables/Tights</p>	<p>Increased student achievement on formative assessments and work samples (see Lead 1 - progress monitoring for individual student growth)</p> <p>Increase number of students reading on grade level by Grade 3</p> <p>2018-2019 STAAR scores (including growth measure) as compared to 2017-2018 STAAR scores, ELI scores, and KR scores.</p>	
<p>Continue to Implement Assessment for Learning Strategy 1 across the campus.</p> <ul style="list-style-type: none"> I can write quality learning targets. "What's on the wall" <ul style="list-style-type: none"> Target aligned to TEKS Target describes learning Student-friendly language Lesson-sized I can make targets clear to students. "What's on the head" <ul style="list-style-type: none"> Words clarified Reference target throughout lesson Students own the target <p>Implement Assessment for Learning Strategy 2 across the campus. Work alongside AFL</p>	<p>Classroom teachers Instructional interventionists Admin</p>			<p>AFL Team Plan</p> <p>Staff development agendas/training materials</p> <p>Co-creation products</p> <p>Administration will report learning target progress across the campus frequently using walkthrough data. This will include students being able to articulate how they know</p>	<p>Administration will report learning target progress/strong & weak work progress across the campus frequently using walkthrough data.</p> <p>Increase in students being able to articulate the learning target and how they know they are being successful.</p>	

WIG 1: Bell Elementary will increase student achievement by fostering a community and culture of learning where the focus is on all students making at least one year's growth.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
team and C&I to provide new learning about utilizing strong and weak samples with students to define success criteria of the learning target in staff meetings throughout the year.				they are being successful (what does success look like) increasingly throughout the school year.		

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Year 2 implementation of Bell’s Positive Behavior Support/Character Building system: Continue:</p> <ul style="list-style-type: none"> BOBCATS core values (Be a Leader; Overcome Obstacles; Bring a Positive Attitude; Cultivate Character; Accept Responsibility; Treat Others with Respect; Show Integrity) Morning Meeting/Restorative Circles (relationship building, character development) Gallup Strengths Study (4th & 5th Grade) Bobcat Brags student recognition system <p>Implement:</p> <ul style="list-style-type: none"> Co-create common areas expectations with the Bell staff Post and teach expectations to the students Recognize students for meeting common area expectations with Bobcat Bucks that can be spent in the Bobcat Bucks Store Align campus mission to behavioral strategies and actions Determine as a staff behaviors that will be classroom-managed versus office-managed Bell staff will develop a pyramid of interventions/strategies for intervening with poor student behaviors Restorative Practice green circles with staff twice per year 	<p>Classroom teachers</p> <p>Instructional interventionists</p> <p>Support Staff</p> <p>Office Staff</p> <p>Paraprofessional Staff</p> <p>Admin</p>			<p>Morning Meeting planning documents.</p> <p>Quotes of the day focused on BOBCATS core values.</p> <p>Bobcat Brag system</p> <p>Bobcat Bucks system</p> <p>BOBCATS common area expectation posters posted around campus</p> <p>Pyramid of behavioral interventions</p>	<p>Decrease in office referrals.</p> <p>Decrease in time students are out of class for discipline intervention and suspensions.</p> <p>Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom).</p>	

WIG 3: Increase staff engagement (staff feel recognized) as evidenced by Campus Culture & Climate surveys.

Leads/Action Steps	Person(s)	Fund/\$/FT Es	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Continue:</p> <ul style="list-style-type: none"> • 212 staff recognition • Annual campus theme • Team building opportunities throughout the year • 12 Days of the Holidays staff appreciation • May Mania staff appreciation • Co-creation of campus CNA and CIP • Input into master schedule, annual calendar • Recognize staff and their work publicly on the campus Facebook page <p>Implement:</p> <ul style="list-style-type: none"> • Staff of the Month recognition • Staff Bobcat Bucks when staff meet expectations and demonstrate BOBCATS core values. Staff can spend these bucks in a staff store • Increase staff committee work (attendance, PBIS/BOBCATS, leadership clubs, team leaders, CLT, Literacy, Green Team, Bully Prevention, Building Emergency Response Team, Social Committee, AFL Team, etc) to give staff opportunity to have input into important campus decision-making • Increase staff feedback as it pertains to walk-throughs and observations (formal and informal feedback - including positive notes) • Implement "Please Notice" boards outside classrooms that highlight what teachers are working on so admin can leave feedback on this targeted area • Admin champion teaching common area expectations to students and awarding Bobcat Bucks alongside staff 	<p>All Bell Staff: Teachers, interventionists, paraprofessional staff, support staff, admin</p>			<p>Facebook posts/photos</p> <p>Walkthrough data</p> <p>Committee agendas/products</p> <p>Use of Please Notice boards outside classrooms</p> <p>Bobcat Bucks store implementation (student and staff stores)</p> <p>Dates to Remember campus calendar</p>	<p>Increase in staff engagement and staff feeling recognized as evidenced by the Staff Engagement Survey and the Campus Culture and Climate Survey.</p>	



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...

Student progress data (STAAR, ELI, KR, reading level with DRA, iStation growth, Imagine Math growth, Tier growth in DMTSS), STAAR data versus classroom common assessment data and benchmark data, progress monitoring of student achievement and collaborative planning, walkthrough data focused on learning target effectiveness, DMTSS campus 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">-PLC structure for collaborative planning-Working as a grade level to plan academic interventions with students-Increased use of iStation and Imagine Math with students in grades 3-5-DMTSS structure put in place this year allows for no “opting out” of classroom teachers-Workshop model consistent in all grade levels in reading and in most in math	<ul style="list-style-type: none">-Use PLC more consistently to discuss specific student data/growth-An increase in tools and/or curriculum strategies for intervention lessons discussed during DMTSS meetings and PLC meetings-Tracking, analyzing, and discussing data more often-Vertical alignment of reading strategies (via Lucy Caulkins)-Increase use of district UbD units in all content areas (break apart during PLC time)

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">-Use PLC more consistently to discuss specific student data/growth-An increase in tools and/or curriculum strategies for intervention lessons discussed during DMTSS meetings and PLC meetings-Tracking, analyzing, and discussing data more often-Vertical alignment of reading strategies (via Lucy Caulkins)-Increase use of district UbD units in all content areas (break apart during PLC time)



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, special program participation, at-risk indicators, free/reduced lunch information, discipline referrals

-Overall 75% "passed" Reading STAAR

-Overall 78% "passed" Math STAAR

-Overall 66% "passed" Writing STAAR - 4th Gr

-Overall 63% "passed" Science STAAR - 5th Gr - up from 57% the year before.

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">-Academic growth was higher than relative performance (moving forward)-STAAR growth data (student growing one year or more on the STAAR progress measure)-Overall 63% "passed" Science STAAR - 5th Gr - up from 57% the year before. Continue to grow.-Campus attendance in line with district attendance-Intervention for students started earlier-Morning Meeting/PBIS positively impacting student behavior	<ul style="list-style-type: none">-Close achievement gaps of our subpopulations in reading, writing, math, and science - specifically economically disadvantaged, special education, Asian, African American, and Hispanic-Increase in the percentage of students who meet and masters content in all areas-Campus focus on what one year's growth is for all students-Focus on campus-wide behavior intervention development-Look for trends throughout the year with staff attendance and discipline referral data for the 18-19 school year

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">-Close achievement gaps of our subpopulations in reading, writing, math, and science - specifically economically disadvantaged, special education, Asian, African American, and Hispanic-Increase in the percentage of students who meet and masters content in all areas-Campus focus on what one year's growth is for all students-Focus on campus-wide behavior intervention development-Look for trends throughout the year with staff attendance and discipline referral data for the 18-19 school year
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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

- 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...

Calendar of events, PTA membership numbers, volunteer numbers, Facebook participation, parent Culture & Climate survey 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"> -Increase in PTA membership from 16-17 to 17-18 -98% of staff joined PTA -Increase in parent volunteers -Braswell Reading Mentoring Program includes more than 100 Braswell students and student athletes -Participation in campus Facebook page and classroom Facebook pages (positive message out, view into the classroom) 	<ul style="list-style-type: none"> -Increase grandparent and men in PTA membership -Provide opportunity for a WATCH Dogs program to build the number of positive male role models participating in daily school happenings -Continue Braswell High partnership -Continue to use social media to show what is happening at Bell, specifically that students are being challenged as this was a lower area for us in the family Culture & Climate survey the last 2 years

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"> -Increase grandparent and men in PTA membership -Provide opportunity for a WATCH Dogs program to build the number of positive male role models participating in daily school happenings -Continue Braswell High partnership -Continue to use social media to show what is happening at Bell, specifically that students are being challenged as this was a lower area for us in the family Culture & Climate survey the last 2 years



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...

Leadership: Formal and Informal Communication: Formal and Informal Decision-Making Process
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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...
<ul style="list-style-type: none"> -Structures for decision making committees such as CLT and Team Leaders are in place -Communication of duty schedules, master schedule, and content schedule - opportunity for feedback in place -Communication of safety procedures, policies and routines with staff members -Autonomy provided for PLC work based on team needs 	<ul style="list-style-type: none"> -Improve communication of safety procedures, policies and routines with all stakeholders -Increase opportunities for staff to make decisions that impact the building. Bring back committees so staff can give input and share creativity/ideas for moving the school forward -Review & building of our campus behavior systems (PBIS, restorative practices, classroom managed vs office managed, behavior intervention support)

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"> -Improve communication of safety procedures, policies and routines with all stakeholders -Increase opportunities for staff to make decisions that impact the building. Bring back committees so staff can give input and share creativity/ideas for moving the school forward -Review & building of our campus behavior systems (PBIS, restorative practices, classroom managed vs office managed, behavior intervention 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...

Student achievement data, Culture & Climate surveys, Staff Engagement surveys (feedback data), campus walkthrough data focused on learning target AFL work

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"> -BOBCATS core values for staff and students -CLT & Team Leader work provides input -Trust is mutual between staff and administration -Availability of clubs (robotics, choir, girls and boys leadership, art club) - increases student motivation -212 recognition -Continue 12 days of Holidays and May Mania staff appreciation 	<ul style="list-style-type: none"> -Bring back committees so staff can have more input into campus decision-making processes -More recognition of staff is needed -Staff need behavioral support to feel valued -Increase walkthroughs/feedback to staff -All staff buying into BOBCATS expectations and common area expectations -As student discipline is improved and classroom disruptions is decreased, student learning will be increased.

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"> -Bring back committees so staff can have more input into campus decision-making processes -More recognition of staff is needed -Staff need behavioral support to feel valued -Increase walkthroughs/feedback to staff -All staff buying into BOBCATS expectations and common area expectations -As student discipline is improved and classroom disruptions is decreased, student learning will be increased.
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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...

Texas Education Agency Website, TTESS criteria, Retention rates last 2 years (why are teachers leaving who are leaving)

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">-Generalist, ESL and Sped certifications - we have many dual certified teachers.-Using TTESS criteria, all of our staff members are highly qualified to serve all kids. It is a requirement for elementary teachers to be able to teach all subjects to all learners.-ESL students are assigned to classrooms with teachers who are ESL certified.-22 to 1 student/teacher ratio district wide in grades K-2-24 to 1 student/teacher ratio district wide in grades 3-4-Teachers are encouraged to give more than is expected (invested)	<ul style="list-style-type: none">-No cap for fifth grade teacher/student ratio-More feedback is needed to teachers as they practice. The majority of teachers are within their first 3 years of teaching. Increase coaching and feedback practices.-PD needed in classroom environment/management, and differentiation (2.4)-Continue PD on AFL

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">-No cap for fifth grade teacher/student ratio-More feedback is needed to teachers as they practice. The majority of teachers are within their first 3 years of teaching. Increase coaching and feedback practices.-PD needed in classroom environment/management, and differentiation (2.4)



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, Classroom Data

- Overall 75% "passed" Reading STAAR
- Overall 78% "passed" Math STAAR
- Overall 66% "passed" Writing STAAR - 4th Gr
- Overall 63% "passed" Science STAAR - 5th Gr - up from 57% the year before.

Findings/Analysis

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

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Strengths...	Needs...
<ul style="list-style-type: none">-Academic growth was higher than relative performance (moving forward)-STAAR growth data (student growing one year or more on the STAAR progress measure)-Overall 63% "passed" Science STAAR - 5th Gr - up from 57% the year before. Continue to grow.-Campus attendance in line with district attendance-Intervention for students started earlier-Morning Meeting/PBIS positively impacting student behavior	<ul style="list-style-type: none">-Close achievement gaps of our subpopulations in reading, writing, math, and science - specifically economically disadvantaged, special education, Asian, African American, and Hispanic-Increase in the percentage of students who meet and masters content in all areas-Campus focus on what one year's growth is for all students-Focus on campus-wide behavior intervention development-Look for trends throughout the year with staff attendance and discipline referral data for the 18-19 school year

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">-Close achievement gaps of our subpopulations in reading, writing, math, and science - specifically economically disadvantaged, special education, Asian, African American, and Hispanic-Increase in the percentage of students who meet and masters content in all areas-Campus focus on what one year's growth is for all students-Focus on campus-wide behavior intervention development-Look for trends throughout the year with staff attendance and discipline referral data for the 18-19 school year
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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...

BryteBytes survey Classroom 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...
<ul style="list-style-type: none"> -Technology is used across the grade-levels for intervention and instruction -The use of the following are increasing in classrooms: iStation, Imagine Math, Google Classroom, Quizlet, Google Slides -Classroom Facebook pages are updated frequently 	<ul style="list-style-type: none"> -More Google Classroom Trainings are needed -Planning for computer lab time (research, iStation, Imagine Math, Math Facts, Blueprints) is a need. Not used for ABC ya, etc.

Summary of Needs

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

<ul style="list-style-type: none"> -More Google Classroom Trainings are needed -Planning for computer lab time (research, iStation, Imagine Math, Math Facts, Blueprints) is a need. Not used for ABC ya, etc.
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Summary of Priority Needs

Demographics...

- Close achievement gaps of our subpopulations in reading, writing, math, and science - specifically economically disadvantaged, special education, Asian, African American, and Hispanic
- Increase in the percentage of students who meet and masters content in all areas
- Campus focus on what one year's growth is for all students
- Focus on campus-wide behavior intervention development
- Look for trends throughout the year with staff attendance and discipline referral data for the 18-19 school year

Student Achievement...

- Close achievement gaps of our subpopulations in reading, writing, math, and science - specifically economically disadvantaged, special education, Asian, African American, and Hispanic
- Increase in the percentage of students who meet and masters content in all areas
- Campus focus on what one year's growth is for all students
- Focus on campus-wide behavior intervention development
- Look for trends throughout the year with staff attendance and discipline referral data for the 18-19 school year

School Culture and Climate...

- Bring back committees so staff can have more input into campus decision-making processes
- More recognition of staff is needed
- Staff need behavioral support to feel valued
- Increase walkthroughs/feedback to staff
- All staff buying into BOBCATS expectations and common area expectations
- As student discipline is improved and classroom disruptions is decreased, student learning will be increased.

Staff Quality, Recruitment and Retention...

- No cap for fifth grade teacher/student ratio

- More feedback is needed to teachers as they practice. The majority of teachers are within their first 3 years of teaching. Increase coaching and feedback practices.
- PD needed in classroom environment/management, and differentiation (2.4)
- Continue PD on AFL

Curriculum, Instruction, and Assessment...

- Use PLC more consistently to discuss specific student data/growth
- An increase in tools and/or curriculum strategies for intervention lessons discussed during DMTSS meetings and PLC meetings
- Tracking, analyzing, and discussing data more often
- Vertical alignment of reading strategies (via Lucy Caulkins)
- Increase use of district UbD units in all content areas (break apart during PLC time)

Family and Community Involvement...

- Increase grandparent and men in PTA membership
- Provide opportunity for a WATCH Dogs program to build the number of positive male role models participating in daily school happenings
- Continue Braswell High partnership
- Continue to use social media to show what is happening at Bell, specifically that students are being challenged as this was a lower area for us in the family Culture & Climate survey the last 2 years

School Context and Organization...

- Improve communication of safety procedures, policies and routines with all stakeholders
- Increase opportunities for staff to make decisions that impact the building. Bring back committees so staff can give input and share creativity/ideas for moving the school forward
- Review & building of our campus behavior systems (PBIS, restorative practices, classroom managed vs office managed, behavior intervention support)

Technology...

- More Google Classroom Trainings are needed
- Planning for computer lab time (research, iStation, Imagine Math, Math Facts, Blueprints) is a need. Not used for ABC ya, etc.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Amanda Payne, 4th Grade
Teacher	Heather Boutwell, 5th Grade
Teacher	Madison Yarbrough, Kinder
Teacher	Tammy Pugh, 2nd Grade
Teacher	Al Green, 3rd Grade
Teacher	DeeAnn Woolison, K-5 Sped
Teacher	Monette Kane, ESL Interventionist/Coach
Campus-Based Nonteaching Professional	Holly McCuller, Counselor
Campus-Based Para or Operations Staff Rep	Abby Kitmacher, K-5 Sped
District-Level Professional	Cynthia Bershell, District Speech Supervisor
Parent Rep	Kelly Patel
Parent Rep	Amanda Sarchet
Community Rep	Trying to secure
Community Rep	Trying to secure
Business Rep	Gene Gumphrey
Business Rep	Trying to secure

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

Date	Time	Location
September 18, 2018	3:30-4:30 PM	Bell Library
October 30, 2018	3:30-4:30 PM	Bell Library
January 29, 2018	3:30-4:30 PM	Bell Library
February 12, 2018	3:30-4:30 PM	Bell Library
March 26, 2018	3:30-4:30 PM	Bell Library
April 23, 2018	3:30-4:30 PM	Bell Library

Cross Oaks Elementary



Campus Improvement Plan 2018-19

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

Learning for All

School Vision

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

School Values

In order to support our mission and vision, we commit to:

- Utilize ongoing data collection and analysis to drive instruction, intervention, and extension to meet the needs of all learners,
- Establish clear expectations for all students and staff,
- Consistently work with students in flexible small groups,
- Genuinely encourage students and one another with kind and positive attitudes,
- Form genuine relationships based on mutual trust, respect, and openness,
- Engage students in collaborative activities that are meaningful and relevant, and
- Utilize ongoing, meaningful goal and data-driven collaboration across content and grade levels.

WIG 1: Through the use of high quality universal, supplemental, and individualized teaching practices, the staff of Cross Oaks Elementary School will support our students making at least a full year's worth of academic growth in language arts, math, and science as measured by campus, district, and state universal screeners and assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Purchase Lucy Calkins writing units of study and supporting materials to be implemented over the course of the 2018-19 school year by all teachers of writing in grades K-5th. Purchase Lucy Calkins reading materials to be studied by specialists and teachers in preparation for full reading implementation in the future.	Admin, Campus Specialists, Teachers	TI: \$9,100		Documentation of Lucy Calkins writing implementation in lesson plans, classroom walk-throughs, T-TESS goal setting process, formal classroom observations	Improvement in student performance in writing as measured by state and campus assessments	September 2018 - completed
Support implementation of Lucy Calkins writing units of study by providing teachers with 3 half days of planning for the purpose of planning and analyzing units and learning with one another.	Admin, Campus Specialists, Teachers	TI: \$5,220		Documentation of Lucy Calkins writing implementation in lesson plans, classroom walk-throughs, T-TESS goal setting proces	Improvement in student performance in writing as measured by state and campus assessments	September 2018 - ongoing progress
Following district MTSS system expectations, ensure that high quality academic interventions are provided each day to students who at risk in reading, writing, and/or math by classroom teachers and campus interventionists. Daily intervention support will be provided to at risk students by classroom teachers, 3-5 math and reading interventionists, and 1 title funded intervention para (beginning in January)	Admin, Teachers, Campus Interv, Title Funded Interv. Para	SCE: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 0.5 TI: \$10,000 FTEs: 1.0 (beginning in January)		MTSS intervention documentation in AWARE/Google Drive by teachers and Interventionists, documentation of PLC work	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	September 2018 - ongoing progress
Ensure that differentiated small group and/or individualized reading support is provided on a daily basis by classroom teachers, through guided reading, math and readers workshop. Provide staff development and reading coaching support to teachers to support their tier one classroom reading and math instruction and intervention. Increase	Admin, Teachers, Campus Reading Specialists			Walkthrough forms, Documentation of reading coaching collaboration, scheduled staff development opportunities for reading instruction and intervention PM during school year, documented	Improvement in student achievement as evidenced by walkthroughs, report card assessments, early literacy inventory, K-5 reading benchmarks throughout the school year, running record assessment	September 2018 - ongoing progress

WIG 1: Through the use of high quality universal, supplemental, and individualized teaching practices, the staff of Cross Oaks Elementary School will support our students making at least a full year's worth of academic growth in language arts, math, and science as measured by campus, district, and state universal screeners and assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
opportunities for peer coaching among staff members.				work of reading vertical team	documentation, and 2017 STAAR reading assessments	
Supplement the salary of .5 campus reading interventionist to fund full time at Cross Oaks to provide additional reading, writing, and math supplemental interventions to 3-5 students.	Admin, Campus Interv.	TI: \$35,000 FTEs: 0.5		RtI intervention documentation in AWARE/Google Drive by teachers and Interventionists, documentation of PLC work	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	September 2018 - completed
Consistently implement district-developed UbD units in all grade levels. UbD units in all content areas (aside from Lucy Calkins units of study in writing) will be utilized by all teachers. Content specific UbD units will be utilized in 5th grade by departmentalized teachers.	Admin, Teachers, Interv.			August district PD, walkthroughs, documentation of work in grade level PLC meetings and content vertical teams	Increase in student assessment scores (report card, STAAR, Kathy Richardson, ELI)	September 2018 - ongoing progress
Organize teacher instructional leaders into cohort of campus leaders to attend 3 full day sessions with Jan Chappuis relating to Assessment for Learning best practices.	Admin, Teachers, Interv.	TI: \$1,000 (subs for one full day session)		PD sign in sheets, meetings with cohort members over course of school year	Increase in implementation of AfL best practices in all classrooms at Cross Oaks over course of school year	September 2018 - ongoing progress
Assessment for Learning Cohort will lead differentiate professional development opportunities throughout year regarding AfL best practices based on the work of Jan Chappuis through The Seven Strategies of Assessment for Learning (principles of AfL, learning targets, strong and weak examples, feedback)	Admin, Teachers, Cohort, Interv			Documentation of participation in AfL staff development, walkthroughs, AfL cohort meetings	Increase in implementation of AfL best practices in all classrooms at Cross Oaks over course of school year	September 2018 - ongoing progress
Utilize instructional technology programs (Istation, Imagine Math) with regularity to reinforce academic content for 1st-5th grade	Admin, Teachers, Campus			Istation and Imagine Math universal screener data, instructional	Increased student academic performance on classroom, district, and	September 2018 - ongoing progress

WIG 1: Through the use of high quality universal, supplemental, and individualized teaching practices, the staff of Cross Oaks Elementary School will support our students making at least a full year's worth of academic growth in language arts, math, and science as measured by campus, district, and state universal screeners and assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
students.	Interv, Instruct. Paras, Parents			program usage data throughout school year	state assessments at "meets grade level expectations"	
Utilize supplemental math fluency intervention program Imagine Math Facts to be implemented with 1st-5th grade students during the school day.	Admin, Teachers, Campus Interv, Instruct. Para	TI: \$2,800		Imagine Math Facts universal screener data, instructional program usage data throughout school year	Increased student Math performance on classroom, district, and state assessments at "meets grade level expectations"	September 2018 - no progress
Organize grade level teachers into professional learning community teams that meet regularly to improve student learning. In addition to four "PLC days" provided by the district throughout the school year, allocate title funds to pay for subs for 4 half day "power PLC" meetings during year at team's discretion. Train staff on district expectations for PLC work.	All staff	TI: \$8,640		Team documentation of PLC work through products, documentation of essential learning standards, common assessments, SMART goals, and intervention data	Increased student academic performance on classroom, district, and state assessments	September 2018 - ongoing progress
Organize four content-focused vertical PLC teams for math, reading, science, and writing. Use title funds to provide subs for four half days to facilitate work of vertical teams. (addresses missed system safeguard)	Admin, Teachers, Teachers, Campus Interv	TI: \$7,000		Documentation of vertical team PLC work, increased vertical alignment of identified essential learning standards and instructional practice amongst varied grade level teachers.	Increased student academic performance on classroom, district, and state assessments	September 2018 - ongoing progress
Utilize Seesaw digital portfolio application universally in all classrooms for teachers and students to document evidence of learning in the classroom and share with families. Conduct fundraiser to purchase ipads for all classrooms to facilitate use of Seesaw for learning across campus.	Admin, Teachers, Teachers, Campus Interv			Documentation online of Seesaw usage by teachers and classrooms throughout campus	Increased student academic performance on classroom, district, and state assessments, increase in parent ratings on campus culture and climate survey	September 2018 - ongoing progress
Provide training for teachers on	Admin,			Documentation of training	Improved instruction,	September 2018 -

WIG 1: Through the use of high quality universal, supplemental, and individualized teaching practices, the staff of Cross Oaks Elementary School will support our students making at least a full year's worth of academic growth in language arts, math, and science as measured by campus, district, and state universal screeners and assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
differentiating activities, accommodations, instruction, and behavior modifications students in special education and other special programs.	Sped teachers, Classroom teachers			in August 2018	differentiation, and classroom management in all classes serving students with special needs	complete
Opportunities for technology professional development will be incorporated into staff meetings at least once this school year, based on input from staff members.	Admin, Teachers, District tech. support			Documentation of participation in technology staff development in Eduphoria, walkthroughs	Increased usage of research-based technology best practices to benefit students	September 2018 - no progress
Ensure that all teachers of math receive math workshop training at the district or campus level. Provide support for teachers as they work to implement this instructional model throughout the year. Provide ongoing math coaching support to teachers throughout the year to improve in universal instruction and classroom intervention. Increase opportunities for peer coaching in math among staff members.	Admin, Teachers, Campus Math Coach			Eduphoria professional Development portfolios, walkthrough forms, documentation of math coach collaboration, scheduled staff development opportunities for math workshop PD during school year, documented work of math vertical team	Improvement in student achievement as evidenced by walkthroughs, report card assessments, Kathy Richardson, K-5 math benchmarks throughout the school year, and 2017 STAAR math assessments	September 2018 - ongoing
Purchase instructional student resources for all 3rd-5th grade students in reading, math, science (5th), and writing (4th) to be used for STAAR test preparation in these grade levels to reinforce essential concepts taught in class.	Admin, 3-5 teachers, reading and math interv.	Ti: \$13,000		Documented use of all resource materials in 3rd-5th grade	Increased student academic performance on STAAR assessments	September 2018 - no progress

WIG 2: Through the implementation of processes addressing students' social and emotional needs and systems to involve parents and community members as partners in education, Cross Oaks Elementary stakeholders will increase in their engagement in meaningful learning and connection to our school culture. Progress will be measured by an increase in our annual attendance rate to at least 97.5%, a 10% reduction in office referrals, and a goal of maintaining at least 90% of respondents on the 2018 Denton ISD culture and climate survey ranking the overall quality of our school as excellent or good.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Systematically support universal implementation of Capturing Kids' Hearts practices at Cross Oaks. This program will continue to serve as a school-wide social and emotional universal intervention for all students to promote a climate of positivity, connection, and mutual respect.	Admin, all teachers, all staff			Implementation of CKH training to all staff in August 2018, create a coalition of invested staff members to monitor implementation over time, observations of staff members utilizing CKH practices (greetings, good things, social contracts, four questions, etc.), teacher documentation of CKH practice implementation	-Reduction in office referrals -Increased attendance and reduced truancy -Greater teacher retention -Increased student engagement and academic achievement	September 2018 - ongoing progress
Provide all new Cross Oaks teachers with Capturing Kids' Hearts two day initial training during the 18-19 school year.	Admin, Teachers, All Staff	Ti: \$10,200		Documentation of training for new Cross Oaks teachers	-Reduction in office referrals -Increased attendance and reduced truancy -Greater teacher retention -Increased student engagement and academic achievement	September 2018 - ongoing progress
Provide structure to campus and classroom behavior management practices by utilizing CHAMPS expectations in common areas and PBIS practices universally on campus.	Admin, Teachers, All Staff			Documentation of CHAMPS and PBIS training to staff in August, ongoing throughout school year, evidence of implementation and associated rewards systems campus-wide	-Reduction in office referrals -Increased student engagement and academic achievement	September 2018 - ongoing progress
Through the work of a campus foundations committee, examine and improve in organization of campus behavior management and student recognition systems (including cafeteria and breakfast systems), utilizing input from staff and other stakeholders. Provide four half day subs	Admin, Found. Comm, All staff	Ti: \$1,500		Documentation of foundation policies and systems, documentation of work of foundations team	Staff, parent, and student surveys, increase in student behavior as documented by staff, improved campus ratings on district climate and culture survey	September 2018 - ongoing progress

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
throughout year for all foundations team members.						
Continue formal use of Playworks program for all PK-5th grade students to address social and emotional learning through formal instruction of safe and healthy recess play activities. Hold a "Family Play Night" at least once during the school year. Provide Playworks training and full day subs for all teachers attending full day training in October.	Admin, Counselor, Teachers, Playworks coach, Playworks student junior coaches	T1: \$2,600		Documentation of teacher Playworks training, parent and student attendance at Family Play Night, scheduled Playworks sessions for classes with campus play coach, training of 4th/5th grade students as junior play coaches	Increases in campus attendance rate, reduction in office referrals, particularly those coming from recess, increased student motivation and engagement in school	September 2018 - ongoing progress
Continue "All Pro Dads" program at Cross Oaks, giving fathers the opportunity to become involved in their child's educational experience at school.	Counselor, Admin, Parents			Increased parent involvement and participation in school activities, increase parent membership on school committees	Increased parent ratings on district culture and climate survey	September 2018 - no progress
Emphasize Ready Rosie for use of Cross Oaks PK-5th grade families as a valuable resource to support learning outside of the school setting.	Admin, Teachers			Data regarding parent Ready Rosie usage, training for all teachers in October in advance of parent conferences	Increased student academic achievement, increased parent ratings on district culture and climate survey	September 2018 - ongoing progress
Increase opportunities for parents to have a "window into the classroom" through the use of Seesaw technology application, allowing students to share evidence of their academic learning with parents.	Admin, Teachers, Specialists			Documentation of parent involvement and student evidence provided through these applications, parent survey data	Increased scores from parents in the area of "academic communication" on 2018 culture and climate survey	September 2018 - ongoing progress
Increase parent involvement opportunities at Cross Oaks by inviting parents to experience learning in their child's classroom at least once per semester, continue monthly parent involvement nights at Cross Oaks throughout	Admin, Teachers, Office Team			Documentation of grade level parent events, Documentation of attendance at evening events throughout school	Increased parent ratings on district culture and climate survey	September 2018 - ongoing progress

WIG 2: Through the implementation of processes addressing students' social and emotional needs and systems to involve parents and community members as partners in education, Cross Oaks Elementary stakeholders will increase in their engagement in meaningful learning and connection to our school culture. Progress will be measured by an increase in our annual attendance rate to at least 97.5%, a 10% reduction in office referrals, and a goal of maintaining at least 90% of respondents on the 2018 Denton ISD culture and climate survey ranking the overall quality of our school as excellent or good.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
school year				year		
Provide parents with opportunities for ongoing involvement in student learning by holding curriculum/instruction information nights in math, reading, and writing.	Admin, Teachers, Campus Interv			Parent event attendance data, parent survey	Increased levels of homework completion, increased student academic performance, increased parent scores on district climate and culture survey	September 2018 - no progress
Continue use of a "VIP Parent" volunteer program and Watchdog volunteer program to provide parents the opportunity to be present on campus in mornings to assist with morning systems, greet students, and mentor students who struggle academically and/or behaviorally. Improve volunteer systems in coordination with PTA	Admin, Office team, Parents, Teachers			Parent completion of Google form to register as "VIP Parent" volunteers, parent volunteer hours, parent presence each morning in hallways and assisting with arrival systems.	Increased ratings on district culture and climate survey, decrease in office referrals, increased attendance rate	September 2018 - ongoing progress
Systematically increase with regularity parent communication relating to campus drills and practices designed to improve student and staff safety at Cross Oaks.	Admin, Building Emergency Response Team			Documentation of parent communication after all drills throughout school year, documentation of BERT meetings four times per year	Increased ratings on district culture and climate survey relating to campus safety	September 2018 - ongoing progress
Organize school multicultural committee to plan events and systems to recognize and celebrate cultural diversity of Cross Oaks students, families, staff, and community. Stage second annual Multicultural Night to engage families and students from differing backgrounds.	Admin, Teachers			Documentation of work of multicultural committee, monthly displays on campus, evening multicultural event for staff, students, and families	Increased ratings on district culture and climate survey, increased student behavior and motivation at school	September 2018 - ongoing progress
Provide students in grades 3-5 with engaging and varied extracurricular activities weekly throughout the school year during the school day, including choir, running club, fishing	Teachers, Support staff, Admin			Club rosters, projects and products from club involvement, performances at community events	Increased student engagement and motivation at school, reduction in office referrals	September 2018 - ongoing progress

WIG 2: Through the implementation of processes addressing students' social and emotional needs and systems to involve parents and community members as partners in education, Cross Oaks Elementary stakeholders will increase in their engagement in meaningful learning and connection to our school culture. Progress will be measured by an increase in our annual attendance rate to at least 97.5%, a 10% reduction in office referrals, and a goal of maintaining at least 90% of respondents on the 2018 Denton ISD culture and climate survey ranking the overall quality of our school as excellent or good.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
club, art club, and team-building.						
Provide students in grades K-5 with engaging and varied extracurricular activities weekly outside of the school day, including chess club, quilting club, honor choir, and a dance team.	Teachers, Support staff, Admin			Club rosters, projects and products from club involvement, performances at community events	Increased student engagement and motivation at school, increased academic performance in language arts and math	September 2018 - ongoing progress
All K-5 students will participate in awards assemblies once per grading period, to recognize outstanding attendance, character, and academic performance and growth.	Counselor , Admin, Teachers, Support staff, Parents			Awards documentation, teacher and student participation	Increased student pride and motivation at school in academic activities and classes	September 2018 - ongoing progress



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...

Survey distributed to staff addressing the following:
-Standards-based curriculum resources and materials
-Scope and sequence
-UbD Units of Study
-Differentiated strategies
-Common assessments

- Curriculum/instructional support
- Data collection and tracking

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"> - Data showed that the staff has freedom and flexibility with regards to instruction - Overall, a variety of formative assessments are being utilized to collect student data 	<ul style="list-style-type: none"> - Curriculum that is rigorous and TEKS aligned: Data showed that many teachers are unsure whether their self-created curriculum is appropriate and effective. - Resources to support and differentiate instruction: Data revealed that teachers are pulling from a variety of internet based resources, purchasing other self-created materials, spending many hours creating materials themselves, but they are still struggling to differentiate each lesson for students. - Consistency laterally and vertically across grade levels: Data expressed the need for common language and consistent instruction vertically to aid in instruction. - 55.6% of staff reported a need for more writing curriculum support

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.)...

- Curriculum that is rigorous and TEKS aligned
- Resources to support and differentiate instruction
- Consistency laterally and vertically across grade levels
- Writing curriculum support



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
- Ethnicity
- At-Risk Category
- 2017 Culture and Climate Survey (46 parents and 31 staff members participated)
- Cross Oaks office referral data

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Campus wide Multicultural Night ● Diversity amongst staff ● Summer Lunch and Reading Program ● Donuts with Dad/Muffins with Mom ● Talent Show ● Capturing Kids Hearts ● STEM Night ● Fine Arts Night ● Playworks Night ● Grandparents Night ● Grade Level Parent Night ● PTA Book Fair 	<ul style="list-style-type: none"> ● Only 69% of parents and 74% of staff who completed the survey feel that students at Cross Oaks treat each other with respect. ● Only 81% of employees and 75% of parents who completed the survey feel that discipline is enforced fairly. ● 44% of our student body is classified as economically disadvantaged (32% White, 31% Hispanic, 31% Black, 4% Multi-race, 2% Asian) ● Greater representation of minorities in Gifted and Talented program needed (63.33% White, 20% Hispanic, 12% Black, 5% Multi-Race) reflecting no increase for minority male students. ● SPED numbers increased 15% from 2016 to 2017 ● There was a decrease of total office referrals of 17% from last year. ● A significant increase in referrals is shown after students return from Winter Break (2015 increase of 20%, 2016 increase of 30%, 2017 currently 10%) ● There has been a 10% decrease in playground incidents from the previous year which resulted in office referrals. There has been a 5% decrease in Cafeteria incidents from the previous year as well. ● There is a higher number of office referrals during transition times (28% in 2016/2017 and 29% in 2017/2018) ● The content areas which reflect the highest number of office referrals are reading (15% in both 2016/2017 and 2017/2018) Math (8% in 2016/2017 and 10% in 2017/2018) ● Teachers were ranked low on the Climate and Culture Survey regarding timely and helpful feedback about student work by 29% of parents; students treating other students with respect was ranked low by 18% of parents; the school was ranked low on having high learning standards for all students by 16% of the parents. ● Sensitivity to student need for Muffins for Mom and Donuts with Dad 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.)...

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

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

Provide mentors/rewards for students by earning time with mentors. One teacher currently uses a reward system with one of her students in which the student earns time with a teacher or Administrator.

Office referrals during transitions will hopefully decrease as the CHAMPS expectations are enforced throughout the year.

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

Teachers can assist parents in understanding the learning standards and expectations by sending out monthly newsletters. More communication regarding ways to assist their child in meeting the demands. Capturing Kids Hearts will continue to help with growing respect between students. High learning standards should be communicated by both teachers and Administrators for parent clarification. Teachers should encourage strong relationships with parents to work as a team for student success.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- Campus Culture and Climate Survey 2017-2018, 2016-2017
- VIP & Parent Volunteer Information
- Previous Cross Oaks CNA Findings

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"> ● Multicultural opportunities for students ● Opportunities for community members to volunteer (Coserv, church, Rockin' Readers Program, Career Week) ● Strong PTA Presence ● Fundraisers 	<ul style="list-style-type: none"> ● Staff Member Volunteer Coordinator ● Ways to ensure families that their input is being utilized ● Streamline communication methods to families (Bloomz or Seesaw) ● Smaller opportunities for parents to be involved where it's not so overwhelming, or more effective methods to manage growing numbers at parent involvement events during the school day

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.)...

After reviewing the Campus Climate and Culture Survey, we think that it would be helpful for the school to have a volunteer coordinator that is a staff member instead of just PTA or admin doing it all himself. I think this would help us to utilize the parents that want to be involved. The numbers regarding respect between family and staff and valuing and utilizing family input are concerning. As a campus, we feel that the overall culture of our school is respectful, suggesting that the interactions would also be respectful. However, the data suggests otherwise. Those numbers perhaps reflect individual interactions that we as a committee do not have control over.

After reviewing the previous CNA findings, it seems we have continued to provide opportunities for multicultural involvement, and our outreach to community members has continued to expand. However, we need to continue to work on streamlining our method of communication to families (Bloomz or Seesaw). Additionally, we need to explore ways to manage our growing numbers at events such as Donuts with Dad, or Muffins with Mom. Parking has become a problem for staff members on those mornings, so possibly having more opportunities for parents to be involved in smaller numbers would be beneficial. Perhaps having Donuts with Dad K-2 one morning, and 3-5 another. Another possible suggestion would be looking into a neighborhood "Watchdog" program, possibly in partnership with the neighborhood HOA. This would not only provide another opportunity for fathers to be involved, but also another way to include community members.

Looking at both the '16-'17 and the '17-'18 school year data regarding parent participation, we have the same amount of volunteers (10 for each year). However, the amount of hours has increased by 453 hours. We had 762 hours last year compared to the 1215 hours this year. In the '17-'18 year, 4 out of the 10 volunteers had over 100 hours (2 had over 200 hours). This is compared to the only 2

volunteers in the '16-'17. The lowest amount of hours in '16-'17 was 27 compared to the 53 hours for this year. This evidence supports that the VIP program implemented this year has been effective. Our volunteer hours have increased, even though we became a closed campus this year.



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 and Make-Up
- Decision-Making Process
- Master Schedule
- Communication (Formal/Informal)
- Duty Rosters
- Schedule for Student Support Services
- School Map & Physical Environment

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...
<ol style="list-style-type: none"> 1. Adding two morning drop-off locations this school year has been an efficient transition for parents, staff, and students. 2. The transition to becoming a closed campus in the mornings before school in October was a smooth one, and this system has created a calmer and more organized morning routine for staff and students. The VIP volunteer program has provided opportunities for parents to be present on campus during the morning in an organized context to provide support to our morning arrival systems. 3. Staff are happy with the organization of the current master schedule. 	<ol style="list-style-type: none"> 1. During afternoon dismissal, student congestion makes it difficult for younger students to retrieve their bikes in a safe and organized manner. Consider adding a second bike rack location for grades K-2 (either moving existing bike rack or purchasing addition racks), or evaluate current bike rack locations to ensure a safer and more organized system in the afternoon. 2. All grade level students can be responsible for wiping off their cafeteria tables and sweeping around their tables after lunch. There could be a spot in the cafeteria to keep these supplies and the students will be responsible for keeping this area neat and clean as well. This system would result in higher levels of student responsibility and leadership, not to mention a cleaner cafeteria. 3. Reevaluate afternoon car tag dismissal systems in the gym to promote a quieter environment during dismissal, which would allow for dismissal to occur more quickly. 4. Create systems of organization regarding team leaders sharing information from meetings with their teams. 5. Evaluate current system for daily announcements and consider revisiting the timing and/or how it is presented. Consider shortening announcements by limiting Good Things and communicating teacher obligations solely by email. Consider holding announcements at a different point during the school day (end of day or at attendance bell). Consider returning to video announcements through student

<p>4. Administration communicates very well with the campus.</p>	<p>AV club.</p> <p>6. Revisit current campus systems regarding sack breakfasts in the morning, with an eye on the impacts to instructional time in classroom, special areas for 5th grade, and messes that are made in classrooms as a result of students bringing breakfast to class.</p>
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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.)...

Our campus excels in many areas when it comes to School Context and Organization. Suggested areas of improvement include the informal communication within the teams, responsibilities of students during lunch time, changes with breakfast procedures and announcements, and bike rack location.



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...

2017-2018 Culture and Climate Survey

Findings/Analysis

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

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Capturing Kids Hearts: Speaks to the heart of the child and promotes respect, living document to reference behavior, common language across campus, affirmation and good things. ● School building and grounds are kept clean ● Students treated fairly, regardless of race, religion, gender, etc. ● Variety of activities and courses for students ● High percentage of staff (94%) and parents (91%) rated the overall quality of the school as excellent or good 	<ul style="list-style-type: none"> ● CKH: consistent follow up and refreshers are needed ● Students treating each other with respect, student to teacher and teacher to teacher ● Using more family input to improve instruction and involvement ● Notifying parents regarding our safety and security procedures ● Safety of staff at morning and afternoon duties at crosswalks ● Fence at playground and additional wood chips added every year to playground.

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"> ● Capturing Kids Hearts is an area to continue to grow on. While there are many positive things this year, we don't want Cross Oaks to lose that because lack of training or guidance. We believe that all new staff members need to attend the full 2 day training. All staff needs a refresher at the beginning of the year to review procedures and expectations of CKH. The campus needs consistent follow up throughout the year based on situations and Q&A that needs to be answered. It would also be beneficial to model how affirmations would look like at each grade level and how good things would be set up (some classes may take a lot longer than others.) Another area of concern from the Culture and Climate Survey was respect from student to students, student to teacher and teacher to teacher. With the continued work from CKH we can help continue to build this when we make the social contracts for the 2018-2019 school year and keep using it as a reference. ● Various areas of school safety is also an area that should be addressed. In the School Culture and Climate Survey, around 20% of parents were unsure if students and staff were aware of the safety procedures. We need to ensure parents that everyone knows the procedures and and overview of what we are doing to keep students safe. Additional help could be used in the morning and afternoon duties at

the crosswalk. Having consistent police presence and parents at the crosswalk would help provide a safer environment.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

2018-19: will need 2 kindergarten, 2 second grade, 1 fourth grade; 2 open positions due to promotion within campus and 1 growth position
 2017-18: hired 10 teachers; 1 nurse
 2016-17: hired 10 teachers
 2015-16: hired 6 teachers
 2014-15: new administration this year; hired 13 teachers

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> - choices in professional development - meaningful topics of pro. dev. - staff retention continues to increase - enthusiastic about job 83% of survey - motivated to do more 86% of survey - professional growth with Denton 72% of survey - Capturing Kids Hearts 	<ul style="list-style-type: none"> - technology - writing - CHAMPS - special education

Summary of Needs

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

Staff retention has increased as the school’s administration has built a community of educators that work together to make education engaging for all. This has continued to grow throughout the year with the implementation of Capturing Kids Hearts. Capturing Kids Hearts has worked with staff and administration throughout the year to continue our growth over time.

The interview process at Cross Oaks has been one that not only considers the teacher’s ability to teach but the investment in the school and community as well. This has allowed the school to create such a great atmosphere to work in that teachers want to come back. We have welcomed back one teacher and promoted one teacher from within. We are also looking forward to adding an additional full time teaching position in first grade for next school year.

Professional Development this year has also been a positive experience for the majority of the staff. They have continued to enjoy the ability to choose break out sessions that allow them to work on personal areas of growth. They have identified several areas that they would like to see more professional development in. Writing and technology were two of the top concerns. Some of the other areas are CHAMPS and special education. This year we used the knowledge of our teachers on campus to help spread their knowledge and expertise. Continuing with this strategy with writing and technology would be best received by the staff. With this increase in effective staff development the staff's perception of Denton as a place that helps them grow has increased 13%.



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 writing 4th grade 2016 and 2017
- STAAR math 3rd, 4th, 5th grade 2016 and 2017
- STAAR reading 3rd, 4th, 5th grade 2016 and 2017
- ELI Kindergarten, 1st, and 2nd 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...
<p>In reading and writing in the lower grades we see letter id, letter sound, and identifying words as areas of growth.</p> <ul style="list-style-type: none"> ● In Kindergarten letter sounds 95% and letter id are all above 93% word list levels 87% on level ● In 1st grade letter sounds 91% letter id 93% text reading comprehension level 70% girls and 57% boys ● In 2nd grade letter 85% or higher word lists <p>Reading</p> <ul style="list-style-type: none"> ● 3rd grade is doing well in 3.5 (inferencing and drawing conclusion and genre)88% or higher ● 5th grade 5.2A (determine the meaning of words) 87% or higher, 5.10A inference with theme, genre, and author's purpose ● 4th grade 4.2A(meaning of grade level words) above 86% <p>Math</p> <ul style="list-style-type: none"> ● 3rd 3.5A (one to two step problems up to 1,000 using pictorial models 83% and above, 3.4C (determine the value of a collection of coins and bills)85% and above 	<p>In writing, students are dropping from kinder and first grade scores to second grade we go from 80 to 90% to 59% for boys and -79% passing for girls as the students progress throughout the years. 21-25% of the students are meeting proficiency in 4th grade STAAR most of our students are falling into the approaching category.</p> <p>Looking at STAAR math for third, fourth, and fifth we see that the overall growth for the students would be in two step word problems. The word problems differ in context with multiplication, division, or in data, but it seems to be an overarching theme.</p> <ul style="list-style-type: none"> ● STAAR math third grade 3.8 B (solve one- and two- step problems using categorical data represented with a table) 48% of the girls and 58% of the boys ● STAAR math fourth grade 4.4 (solve one- and two- step problems with multiplication and division, including remainders)45% of the girls and 50% of the boys ● STAAR math fifth grade 5.3 A (estimate to determine solutions to real world problems)31% of the girls and 48% of the boys, 5.3 H (represent and solve problems related to perimeter, area and volume)46% of the girls and 50% of the boys, 5.8 A(describe the key attribute to coordinate planes) 55% of the girls and 41% of the boys <p>Looking at the reading data for STAAR we have identified that in the area of summarizing information from text and using that text to support understanding</p>

<ul style="list-style-type: none"> • 4th 4.4D (use strategies using standard algorithm, multi-digit multiplication) 80% • 5th 5.3 F (represent quotients of decimals to the nearest hundredths with models) 93% girls and 96% boys, 5.6 B(determine the volume of a rectangular prism with unit cubes) 93% girls and 89% boys 	<p>is an area of growth. 5th grade is advancing from basic comprehension to struggling with inferencing.</p> <ul style="list-style-type: none"> • According to STAAR reading 3rd grade, TEK 3F19e (summarize information in text in a logical order) only 53% girls and 47% boys have met this standard. For TEK 3.13 (reading and information in expository text- making inferences) only 35% girls and 39% boys have met the standard. • In 4th grade STAAR reading TEK 4.f19e(summarize information in text in a logical order) only 59% of the girls met 71% of the boys, 4.10 (reading information in expository text- difference and implied purpose)56% of the girls 53%, 4.11 (reading and information in expository text, higher level understanding)only 60% of the girls 56% of the boys, 4.3(reading comprehension of text themes and genres)57% of the girls and 59% of the boys. • In 5th grade STAAR reading 5.6A (describe incidents explain the novel, with foreshadowing: prediction) 68% of the girls and 67% of the boys 5.11D (use multiple text features and graphics to locate information) 65% of the girls and 67% of the boys, 5.11E(synthesize and make logical connections between ideas within a text across multiple text)65% of the boys and 67% of the girls, 5.2B (determine or clarify meaning of multiple meaning words) 68% of the girls and 67% of the boys.
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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.)...

In writing, students are dropping from kinder and first grade scores to second grade we go from 80 to 90% to 59% for boys and -79% passing for girls as the students progress throughout the years. 21-25% of the students are meeting proficiency in 4th grade STAAR most of our students are falling into the approaching category. Students need a structured

writing program that can follow them through the years to share consistent vocabulary and structure.

Looking at STAAR math for third, fourth, and fifth grade, we see that the overall growth for the students would be in two step word problems. The word problems differ in context with multiplication, division, or in data, but it seems to be an overarching theme. It is recommended that we continue looking at research-based, vertically aligned best practices in multi-step problem solving instruction to help students improve in this area.

In reading, children are doing a great job of identifying and defining words; however, looking through the STAAR reading data, we have identified that summarizing information from text and using that text to support understanding is an area of need. 5th grade show an area of growth in basic comprehension, but also seems to be struggling with inferencing. Having resources that will support student comprehension will be helpful.



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...

- District BrightBytes Survey Results from March 2018
- Comparison document of student portfolio applications currently available
- Staff Survey to determine how Bloomz and Seesaw are each working for 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...
<p>According to our Brightbytes survey results, our overall rating increased from 1046 to 1062. Also, out of 126 students surveyed, 85% of our students said that they can “record and edit video” with ease. 96% of students said that they learn new technologies easily. 94% of students said that they can either always or sometimes find solutions to problems they have with technology. We see that having “Advanced” foundational skills will be a benefit as our students embark on the journey of being successful students and future digital citizens. According to the technology survey sent to staff, 0% reported having any negative feedback on either Bloomz or Seesaw.</p>	<p>According to our staff technology survey, 58% of teachers who responded to the survey did not use Bloomz to upload student work and 42.9% of teachers did not use Seesaw to upload student work. In addition, 60% of Bloomz users and 42.9% of Seesaw users who were surveyed said they could use additional technology to assist in uploading student work. These results suggest we might consider investing in technology or making more readily available technology already available on the campus that would be helpful in uploading student work.</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>Our biggest area of need would be technology for using in assisting students in creating a digital portfolio. Teachers suggested tablets (ipads, etc.) or more chromebooks as additional tools that would be useful in this process. This might help increase the frequency with which the staff utilizes uploading student work in Bloomz and Seesaw in the future.</p> <p>Our team also determined that we would like to continue on with our “Technology Break-Out Sessions” during the 2018-2019 school year. This was a need determined by our 2016-2017 CNA and we feel that this tradition should continue on. Some suggested topics from the staff via the technology survey are ways to integrate the student portfolios into younger grades, technology integration ideas for reading and math, more ways to utilize Bloomz and Seesaw, Google Classroom, using the Chromebooks in stations, and ways to make technology more accessible.</p>
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Summary of Priority Needs

Demographics...

Continue schoolwide Capturing Kids' Hearts program, which fosters respect and acceptance of diversity amongst students. Continue systems established to ensure CHAMPS expectations are consistently enforced throughout the school year.

Provide training for teachers on differentiating activities and behavior modifications for SPED students. Explore systems to create greater representation of minority students in gifted and talented program, including ESL students.

Focus on parent communication systems to communicate learning standards and classroom academic expectations, and include ways that parents can support their children's learning at home.

Student Achievement...

Our staff and students will benefit from a structured writing program implemented through the years to share consistent vocabulary and structure. It is recommended that we continue looking at research-based, vertically aligned best practices in multi-step problem solving instruction to help students improve in two-step problem solving.

Student ability to summarize information from text and use that text to support understanding is an area of need. Explore resources that can support reading comprehension instruction, particularly related to inferencing and summarizing.

School Culture and Climate...

Continue to support implementation of Capturing Kids' Hearts implementation at Cross Oaks with ongoing training, systems, and guidance. This will support the continued growth of a culture of mutual respect at our school.

Focus on school safety and security systems, particularly those related to parent communication so families understand that detailed procedures are in place and practiced

regularly. Work to increase police presence and additional staff or volunteers to assist with arrival and dismissal systems, particularly at the cross walks.

Staff Quality, Recruitment and Retention...

Continue implementation of Capturing Kids' Hearts program at Cross Oaks to promote positive and respectful campus culture. Maintain interview processes to hire teachers whose values align with our campus culture.

Support implementation of professional development related to CHAMPS and management structure, writing curriculum consistency, special education, and technology.

Curriculum, Instruction, and Assessment...

Consider adopting common curriculum to be used by teachers throughout campus to create consistency in instruction for students. Curriculum should be rigorous and TEKS aligned, and resources to support and differentiate instruction should be provided. It is recommended that this process begin in the content area of writing.

Family and Community Involvement...

Review campus volunteer systems with goals for volunteer coordination, additional opportunities, and relationship building between parents and staff members.

Continue providing opportunities for multicultural involvement and outreach to community members. Streamline methods of parent communication using technology applications such as Bloomz or Seesaw.

School Context and Organization...

Analyze systems related to staff communication related to decisions made at team leader meetings and campus leadership team meetings. Review systems related to morning breakfast procedures and lunch systems to promote student responsibility.

Technology...

Purchase additional technology (ipads and/or additional Chromebooks) to support implementation of digital portfolio systems in all classrooms. Select one technology application to utilize campus-wide for parent communication and student learning portfolios. Continue "Technology Break-Out Sessions" during staff meetings.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Principal	Matt Preston
Teacher	Lisa Skinner
Teacher	Eliana Silverman
Teacher	Breanna Richey
Teacher	Rachel Stansbury
Teacher	Kelsey Longtin
Teacher	Ashley Gawron
Teacher	Christian Linehan
Campus-Based Nonteaching Professional	Collin Jones
Campus-Based Para or Operations Staff Rep	Rhonda Matney
District-Level Professional	Jeff Russell
Educational Improvement Council (EIC)	Kimber Lucas
Parent Rep	Mayra Ronquillo
Parent Rep	Alexis McDowell
Community Rep	Alex Williams
Community Rep	Jeff Kossack
Business Rep	Jeff Bowerman
Business Rep	Whitney Gholke

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

Date	Time	Location
Thursday, September 13	3:20	Cross Oaks Library
Wednesday, November 14	3:20	Cross Oaks Library
Wednesday, January 16	3:20	Cross Oaks Library
Wednesday, February 27	3:20	Cross Oaks Library

Monday, April 15	3:20	Cross Oaks Library
Wednesday, May 8	3:20	Cross Oaks Library

“Paloma Creek Elementary”



Campus Improvement Plan 2018-19

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

Inspiring passionate learners

School Vision

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

School Values

Respect: We will show respect to others and ourselves.

Advocate for others: We will advocate for the needs of our friends and ourselves.

Creative Thinker: We will create solutions to problems by thinking creatively and working collaboratively with others.

Growth: We will set personal goals to improve academically and behaviorally as we monitor our progress.

Engaged Learner: We will engage in meaningful learning opportunities and encourage our peers to learn with us.

WIG 1: Paloma Creek Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that all students achieve: a minimum of one year's growth by June of 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue campus wide extended PLC (Professional Learning Community) weekly 90 minute meetings; during which teachers will identify essential learning targets, develop engaging lessons, monitor student progress and create common assessments. Grade-level PLC's will collaborate with special education, ESL, and math/reading interventionist.	Admin, teachers, Math Int, Read Int, inclusion teachers	SCE: \$ 30,000 FTEs: 0.5 T1:\$3,000		PLC Agendas, staff feedback, PLC google drive, student data monitored through zoned progress monitoring system, ELI, KR, Standards Based Report Card Assessments, I-Station Reading, Imagine Math, K-5 Lucy Calkins Reading and Writing, Lucy Calkins Phonics Units of study (K-2), CLI Engage PreK, IRI, LLI and Benchmark Assessment	Increase in student engagement and achievement of at least one year's growth Increase from 83% to 90% in reading and 82 % to 90% in math	
Continue planning specifically in the area of problem solving by utilizing co-creating criteria with strong and weak work. Vertical alignment of problem solving in PreK-5 Math Implement Imagine Math Blueprint and Math Fact Fluency	Admin, teachers, Math Int, Read Int, inclusion teachers	SCE: \$30,000 FTEs: 0.5 T1: \$2,800		Lesson plans, Assessment for Learning strategies, and students growth in problem solving Imagine Math Learning Suite Data	Increase in student engagement and achievement of at least one year's growth Increase from 82% to 90%	
Science Elementary Curriculum Coordinator will continue to work closely with the STEAM committee and school cohort to support implementation of STEAM practices throughout the campus.	Curr Coord, STEAM Committee and school cohort Admin, teachers, Math Int, Read Int, inclusion teachers			STEAM based learning activities in the classroom, Robotics Club, Makerspace Club, STEAM Club	Increase in student engagement and achievement of at least one year's growth	
Continue to provide small group targeted math	Special	\$1,400.00		2-5 IM Progress monitoring	Increase in student	

WIG 1: Paloma Creek Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that all students achieve: a minimum of one year's growth by June of 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups.	Education Teachers, Math Int, Special Education Teachers, Read Int			reports	engagement and achievement of at least one year's growth Increase from 82% to 90%	
Continue to provide small group targeted reading instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups	Recovery Teacher and Read Int			2-5 iStation Reading progress monitoring reports K-1 ELI data 2-5 LLI benchmarks and IRI Comprehension tracking system	Increase in student engagement and achievement of at least one year's growth Increase from 83% to 90%	
Instructional coaches will work with teachers to continue to foster growth and development of best practice teaching strategies	Admin , Instructional Coaches, Teachers	T1: \$65,000 FTE: 1.0 TI: \$7325.00		Observation Feedback, monthly agenda, walkthrough data Units of Study Reading K-2 Phonics Units of Study Reading Classroom Libraries	Increase in student engagement and achievement of at least one year's growth	
Continue to provide training for data analysis and planning targeted intervention utilizing Lead4ward	Admin, teachers, interventionists			Data analysis monitoring reading comprehension, math fact fluency, and math problem solving utilizing Lead4ward growth reports, leadership reports, and response to intervention reports.	Increase in student engagement and achievement of at least one year's growth	
Peer to Peer timely feedback from your team regarding your instructional practices. Peer of your choice from any grade level to give timely feedback regarding your progress in attaining your T-Tess Goal.	Teachers	T1: 4,600		Observation Feedback Teacher evaluating peer on attainment towards T-Tess goal will be provided a paper copy of goal to be kept for further reflection.	Increase in student engagement and achievement of Teacher TTESS goals.	

WIG 2: Paloma Creek Elementary will establish a positive social, emotional, and academic culture through events and programs that will build collegiality among all stakeholders by June of 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus wide implementation of CHAMPs in common areas and the classroom	Admin, teaching staff, team leaders, District Trainers			CHAMPs common areas handbook developed by committees Observation, data, feedback, Be YOURself Board, Falcon awards every 9 weeks	An increase in student engagement which allows them to be more focused while closing gaps and reaching the goal of at least a minimum one year's growth.	
Provide campus wide training and coaching for Pre K through fifth grades on Restorative Practices	Admin, teaching staff, support staff,	T1: \$3,000		Increase in student engagement, participation and respect between staff, students and stakeholders	Decrease in utilization of admin in behavior intervention, increase in student engagement and achievement of at least one year's growth	
Continue development of mentoring program for students at- risk behaviorally	Volunteer base including: grandparents, parents, Navo Student Council, BHS volleyball and football players			Mentoring Plan Developed, Clubs during the school day and after school, observation, data, feedback, Mentoring partnership with NMS and BHS students during the school day	Increase in student engagement and achievement of at least one year's growth	
Develop parenting classes utilizing Parent Restorative Practices	Admin, counselor, community partner -Crossways Church	T1: \$3,000		Parent attendance, Student-created fliers, video clip advertisements on social media, info for teachers at staff meeting (and invite staff)	Increase in parent partnerships between parents, students, and staff	
Implement electronic portfolio for students to communicate their learning in core content areas such as English Language Arts, Math, Science, and Social Studies.	Admin, teachers, students			Articles of evidence that are uploaded by students and teachers into portfolio		

WIG 2: Paloma Creek Elementary will establish a positive social, emotional, and academic culture through events and programs that will build collegiality among all stakeholders by June of 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Student participation in programs such as: Two Pride Choirs, District Honor Choir, Orchestra, 5th Grade Student Council, 4th Grade School Ambassadors, 3rd Grade Public Relations Media Group (announcements and other media) Robotics, Maker Space, Art Club, Cooking Club, Running Club, Book Club, Lunch Clubs, Chess Club, Recycling Club	Admin, music, PE, and art teachers, orchestra teacher, counselor, librarian, PTA, EXPO teacher, community volunteers, students			Each program will keep a roster and attendance record of students who are participating.	Cross reference students who are participating in clubs with students who have office referrals or referrals to our counselor.	
Increase in PTA membership from 301 to 350 memberships including 100% staff memberships	PTA board, Admin					
Continue PTA's Dad's program to involve dads.	PTA board, PTA members, stakeholders					
Strengthsfinder for staff and Strengthsfinder/Explorers for 4th and 5th Grade Students	Admin, Strengthsfinder Trainers, teachers					
Increase communication between home and school via bi-monthly campus newsletters, bi-monthly grade level newsletters, social media live streaming of morning announcements, social media shout outs, website, phone blasts and email blasts Note: Addresses community wide survey need for improvement	Admin, teachers, support staff					



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 Resources and Materials
Scope and Sequence; Pacing Guides
UbD Units of Study
Lesson Study/Delivery Process
Class, School and Special Program Schedules
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...
91% of teachers find formative assessments are beneficial in determining student progress 41% of teachers who use ELI find it useful in determining student progress and how to plan for future lessons Staff has grown in the ability to use different types of informal formative assessments in the classroom	Additional staff development and practice in the lesson planning cycle of UbD units of study; creating common formative assessments, and providing intervention based on the data. K-5 I-Station Reading K-5 I-Station Math STEM Resources Vertical alignment in mathematics Exemplar Problem Solving Resources

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 staff development on creating formative assessments that will build toward the district report card assessments.
Allow more opportunities for campus coaching to increase confidence in creating formative assessments.



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 Special Program Participation At-Risk Category
--

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>Increase in identifying students who qualify for EXPO</p> <p>Increase in accurately identifying students who qualify for Dyslexia and or Special Education Services</p> <p>Special Education population reflects campus enrollment</p> <p>Math Interventionist</p> <p>Reading Interventionist</p> <p>ESL Interventionist</p>	<p>Data shows a need for a campus based math coach</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.)...

Paloma Creek would benefit from having a campus based math coach. We share one math coach between all of the non-title elementary campuses.



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 Information Parent Evaluation and 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...
Multiple events are offered for the community such as Fine Arts Night, Curriculum Nights, Choir Concerts, Student Council projects to give back to the community	STEM nights for families Program to increase involvement of dads

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.)...

Paloma Creek will provide more hands-on engaging STEM activities for parents to do with their children at school. We will also implement a program such as Watch Dogs or All Pro Dads to increase the involvement of dad/dad figures in the educational experience.



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...

Survey of K-5 classroom teachers Master Schedule Leadership: Formal and Informal Communication: Formal and 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...
<ul style="list-style-type: none"> ● Master schedule provides protected time for 120 minutes of ELA instruction in all grade levels. ● Adequate intervention time designated for poorly performing students 	<ul style="list-style-type: none"> ● Schedule special education support more efficiently ● Push in for math and reading intervention support ● Revise master schedule to accommodate more time for math instruction ● Consistent communication of student progress in all grade levels

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.)...

Reduce the amount of time students are out of class for interventions by creating a master schedule allowing math and reading intervention to occur inside the classroom.
 Update the master schedule to increase the amount of time for math instruction from 60 minutes daily to 90 minutes daily.
 Communicate student progress with students and parents consistently.



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 Student Gallup Poll participation (5th grade only) Staff survey List of students in school-related activities List of student tardies and absences

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 safe at school ● Students feel adults at school care about them ● Majority of 5th-grade students feel “engaged” in school (68%) ● Consistent data through grade-levels ● Students involved in school-related activities/clubs have fewer to no office referral for behavior ● We offer several school-related activities for students (Choir, Art Club, Instrument Club, MakerSpace, PE Lunch Club, Book Club, Library Helpers) ● Majority of staff members feel supported by colleagues and administration 	<ul style="list-style-type: none"> ● Only 51% of our 5th-grade students feel hopeful about their future ● Students seem to feel they don’t know how to work through issues (or find different solutions to their problems) ● Although we have several club available for student, we need more of a variety. (Runner’s Club, Technology Club) ● Need activities/clubs offered for students in K-2 ● While it’s a relatively small number, some staff members do not feel valued by colleagues and/or administration, in their “role” at school

Summary of Needs

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

According to our collective data, our school could endeavor to create more school-related activities/clubs for all students, but specifically include Kinder through 2nd grade students. In addition, we need to work toward building better relationships with not only our student population, but our parents as well. This will help foster a stronger foundation for emotional security which should increase feelings of hope and engagement. To help staff feel more supported by their colleagues, teams should have time together, off-campus, to build stronger and better relationships (such as team breakfasts or lunches).



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...

Survey mentor and mentee teachers Staff Effectiveness in relation to Student Performance Recruitment and Retention Strategies

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">-Model teaching for new teachers-Committed mentors willing to donate time-Mentors who want to mentor are more successful	<ul style="list-style-type: none">-Need job descriptions (expectations)-Time built in to meet-Opportunities to observe other 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.)...

<ul style="list-style-type: none">-Mentors that volunteer to help-need clear expectations for the mentor and mentee (job descriptions)-it would be nice to have time built in for the two to meet, or class coverage for mentors to meet with mentee because of the already busy schedule.-Wished to have chances to observe each other to get ideas and feedback.



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, Kathy Richardson, STAAR Simulation and Grade Level Benchmark Assessment, Teacher Surveys, State 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...
<ul style="list-style-type: none"> -Flexible Interventionists -Students who need extra intervention are being identified early -All students are receiving intervention across the RTI Pyramid. 	<ul style="list-style-type: none"> -Time restraints during intervention programs -Not enough Intervention Specialists on campus -Campus based math coach -Additional materials for math instruction and intervention

Summary of Needs

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

Our campus needs a more systematic approach for closing the gaps in mathematics across all grade levels. We need to be vertically aligned. Additional staff development and materials are also needed.



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...

Survey of staff members BrightBytes Survey Resource Allocations

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"> ● Supporting Math and Reading Instruction ● Increases student engagement ● Helps to promote student research, formative assessments, and academic progress. ● 21 out of 33 teachers are satisfied with technology at Paloma Creek and are able to utilize it regularly 	<ul style="list-style-type: none"> ● Technology training based upon staff comfort level ● Technology training on apps and software ● More technology <ul style="list-style-type: none"> ○ Interactive Projectors ○ Smart boards

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.)...

Ongoing training is needed for staff members specifically with the features of Google Apps. Interactive projectors/Smart boards



Summary of Priority Needs

Demographics...

Paloma Creek would benefit from having a campus based math coach. We share one math coach between all of the non-title elementary campuses.

Student Achievement...

Our campus needs a more systematic approach for closing the gaps in mathematics across all grade levels. We need to be vertically aligned. Additional staff development and materials are also needed.

School Culture and Climate...

According to our collective data, our school could endeavor to create more school-related activities/clubs for all students, but specifically include Kinder through 2nd grade students. In addition, we need to work toward building better relationships with not only our student population, but our parents as well. This will help foster a stronger foundation for emotional security which should increase feelings of hope and engagement. To help staff feel more supported by their colleagues, teams should have time together, off-campus, to build stronger and better relationships (such as team breakfasts or lunches).

Staff Quality, Recruitment and Retention...

Survey mentor and mentee teachers
Staff Effectiveness in relation to Student Performance
Recruitment and Retention Strategies

Curriculum, Instruction, and Assessment...

More staff development on creating formative assessments that will build toward the district report card assessments.

Allow more opportunities for campus coaching to increase confidence in creating formative assessments.

Family and Community Involvement...

Paloma Creek will provide more hands-on engaging STEM activities for parents to do with their children at school. We will also implement a program such as Watch Dogs or All Pro Dads to increase the involvement of dad/dad figures in the educational experience.

School Context and Organization...

Reduce the amount of time students are out of class for interventions by creating a master schedule allowing math and reading intervention to occur inside the classroom.

Update the master schedule to increase the amount of time for math instruction from 60 minutes daily to 90 minutes daily.

Communicate student progress with students and parents consistently.

Technology...

Ongoing training is needed for staff members specifically with the features of Google Apps.
Interactive projectors/Smart boards

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	
Teacher	
Teacher	
Teacher	
Teacher	
Teacher	
Teacher	
Campus-Based Nonteaching Professional	
Campus-Based Para or Operations Staff Rep	
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

Providence Elementary



Campus Improvement Plan 2018-19

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

Develop and cultivate a community of learners with Pride, Perseverance and Purpose.

School Vision

Working collaboratively as a Professional Learning Community, the staff at Providence Elementary will work to foster and ensure a focused, engaged learning environment while educating students to their highest potential.

School Values

Respect
Responsibility
Perseverance
Empathy

WIG 1: Providence Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth by June of 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus wide implementation of extended PLC (Professional Learning Community) bi-weekly 90 minute meetings; during which teachers will identify essential learning targets, develop engaging lessons, monitor student progress and create common assessments. Grade-level PLC's will collaborate with special education, ESL, and math/reading interventionist.	Admin, Counselor, Teachers, Math Int, Read Int, Inclusion teachers			PLC Agendas, staff feedback, PLC binders, Student data monitored through Campus Progress Monitoring Document,, ELI, KR, Standards Based Report Card Assessments, I-Station Reading, I-Station Math, and Think Through Math	Increase in student engagement and achievement of one year's growth	Participation in extended PLCs
Math Elementary Curriculum Coordinator facilitate continued planning specifically in the area of problem solving utilizing Exemplars.	Curriculum, Admin, teachers, Math Int, Read Int, inclusion teachers			Lesson plans, teachers utilizing Exemplars to facilitate learning, and students growth in problem solving, SeeSaw student portfolio math problem solving justification	Increase in student engagement and achievement of one year's growth	Student Problem Solving Journals
Provide small group targeted math instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups.	Special Education Teachers, Math Int Special Education Teachers, Read Int			3-5 Imagine Math Progress monitoring reports K-5 I-Station Math progress monitoring reports IXL Progress Monitoring Reports, DMTSS reports	Increase in student engagement and achievement of one year's growth	Interventionist lesson plans, Utilize Math Progress Monitoring reports during Extended PLCs as a data source, Imagine Math Targeted small group lesson plans
Provide small group targeted reading instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups (to include addition of a Reading Interventionist ½ time campus FTE)	Recovery Teacher and Read Int	TI: \$26,350 (Salary) FTEs: 0.5 SCE:\$90,000 (Salary) FTEs: 1.5 Persons Responsible: Administration		K-5 I-Station Reading progress monitoring reports K-2 ELI data, DMTSS reports	Increase in student engagement and achievement of one year's growth	Routine Review of Guided Reading Progress Monitoring, iStation Targeted small group lesson plans

WIG 1: Providence Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth by June of 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
		, Reading Recovery teacher and interventionist				
Ensure that teachers and support staff are consistently implementing assessment literacy best practices, including learning targets, strong and weak examples of student work, formative assessment, pre-assessment, and feedback.	Admin, Teachers, Campus Interv, Support paras			Walk-thoughts and teacher feedback, documentation of PLC work, monthly staff development focusing on assessment literacy involving teacher input	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	Ensure that teachers and support staff are consistently implementing assessment literacy best practices, including learning targets, strong and weak examples of student work, formative assessment, pre-assessment, and feedback.
Develop and maintain student electronic portfolios via SeeSaw that demonstrates student academic growth in all content areas	Admin, Library Media Specialist, staff, students			SeeSaw ePortfolio work samples, parent comments/feedback on student work samples	Increase in student achievement as evidenced by classroom learning walks, increase in parent engagement survey results	Bi-weekly SeeSaw electronic portfolio reviews, campus progress monitoring (scorecard/dashboard) documents

WIG 2: Providence Elementary will establish a positive social, emotional and academic culture and climate through events and programs that will build positive relationships and collegiality with all stakeholders by June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide campus wide training and coaching for Pre K through fifth grades on Restorative Practices	Admin, counselor, teaching staff, support staff,			Increase in student engagement, participation and respect between staff, students and stakeholders, displayed relationship agreements, grade level Spark Plans, Plans for Green and Yellow Circles	Decrease in utilization of admin in behavior intervention, increase in student engagement and achievement of at least one year's growth	Provide campus wide training and coaching for Pre K through fifth grades on Restorative Practices, Behavior referral data tracking,
Develop Parent Restorative Practices learning opportunities to allow for usage of Restorative Practices components at home	Admin, counselor, District Restorative Practices Pilot Group			Parent attendance in campus Restorative Practices parent/community sessions, Student-created fliers, video clip advertisements on social media, info for teachers at staff meeting (and invite staff)	Increase in parent partnerships between parents, students, and staff	Develop parenting classes utilizing Parent Restorative Practices
Development of mentoring program for social emotional behavior	Admin, counselor, school and community partners			Mentor meets regularly with mentee student	Progression on mentee student's MTSS social emotional growth	DMTSS, Google Form Feedback
Development of targeted counselor group focused on increasing student academic achievement (year's growth)	Admin, counselor			Routine small group meetings aimed at goal-setting and targeting academic growth	Increase in student academic achievement (both on campus progress monitoring tools and on STAAR Progress Measure)	Campus Progress Monitoring (Scorecard/dashboard)
Development of campus Mentor Program for 1st year teachers and a Buddy Program for teachers and staff new to Providence Elementary	Admin, Denton ISD Mentor Coordinator Trainers, Staff			Mentor/mentee bi-weekly and monthly meetings	Increase in staff engagement scores, increase in student achievement/progress monitoring data	Mentor feedback forms, mentee surveys
Continuation of Campus Student Mentor Program	Admin, counselor, student mentors, student			Weekly mentor/mentee meetings, mentor training sessions/calendar	Decrease in student behavior referrals, increase in student engagement	Student mentor surveys, teacher surveys

WIG 2: Providence Elementary will establish a positive social, emotional and academic culture and climate through events and programs that will build positive relationships and collegiality with all stakeholders by June 2019.

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

WIG 3: Providence Elementary will deliver focused, relevant lessons through the Workshop Model as a means of increasing student engagement and purposeful learning experiences.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Train all staff on the implementation on expectations related to the usage of the Workshop Model.	Denton ISD Language Arts & Math Curriculum Coordinators			Workshop Model evidenced in weekly lesson plans, classroom learning walks	Increase in student engagement, increase in student achievement	Workshop Model Learning Walks and Teacher Feedback; weekly lesson plans
Train all staff on the implementation of the Lucy Calkins Writing Units of Study	Admin, Campus Instructional Coach, Interventionist			Staff professional development agendas, classroom learning walks, weekly lesson plans	Increase in campus writing scores K-5, increase in 4th grade STAAR writing scores	Instructional coach weekly documented feedback, Writing Units of Study Learning Walks
Ensure that teachers and support staff are consistently implementing assessment literacy best practices, including learning targets, strong and weak examples of student work, formative assessment, pre-assessment, and feedback.	Admin, Teachers, Campus Interv, Support paras			Walk-thoughts and teacher feedback, documentation of PLC work, monthly staff development focusing on assessment literacy involving teacher input	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	Ensure that teachers and support staff are consistently implementing assessment literacy best practices, including learning targets, strong and weak examples of student work, formative assessment, pre-assessment, and feedback.



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/Sequence;

- ELI results
- UBD Units
- Benchmarks
- Common Assessments
- Kathy Richardson assessments
- STAAR Results

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Amount of data collected regularly and reviewed in PLC ● Effective professional development on campus- Ziemke and District math coach 	<ul style="list-style-type: none"> ● Time to plan (Less time for meetings during planning- ARD, 504, etc.) ● Vertical teaming alignment processes

Summary of Needs

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

- Staff Development days have been notated on school calendar in which staff will work with district personnel on creating Units of Study. Focus this year will primarily be in the area of mathematics.
- Staff will work with the District Math Coordinator on vertical articulation from K-5.
- Staff will work with District Math Coordinator on several occasions to develop units.
- Staff will work with Reading/Math Interventionist/District Language Arts Coordinator on developing Literacy Units. Units will focus on learning targets, small group instruction, and differentiation.
- Vertical Alignment- Staff will have an understanding of the TEKS for the grade level below and the TEKS expectations for the grade above.

- Continue funding Math/Reading Interventionist

Funding Source: State Compensatory funds will be used to cover for Subs.



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
- E-School
- Attendance
- 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...
<ul style="list-style-type: none"> ● Blended two neighborhoods (Paloma/Providence) ● New school will open in the Fall '16 to relieve overcrowding. ● Staff demographics improved to match student population in gender/race 	<ul style="list-style-type: none"> ● Smaller class sizes ● List of at-risk students by grade and category (to analyze) ● Maintain enough support people for special populations

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"> ● Staff needs to know their students performance level. ● Every grade level team will be given a list of academic levels of performance in the areas of reading and math for students they currently have in their classroom. This list will be based on assessments from the previous school year. ● In addition, staff also has access to AWARE. Staff can form Quintile groups and analyze past performance on assessments and common benchmarks. <p>Funding source: State Compensatory Funds</p>
--



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...

- Online surveys,
- PTA hours/Meetings;
- PTA minutes;
- Mentors/Volunteers
- Sign in sheets from events

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"> ● Strong PTA ● The number of volunteers/mentors ● Student interns ● Parents know to ask for community resources and use them ● Family Events (Color-Thon, Family Dance, Field Day, Meet the Teacher, etc.) ● Not as many parents “roaming” through the building all day 	<ul style="list-style-type: none"> ● Continue to develop good working relationships with PTA ● Maintain visitor parameters ● If possible, staff member/parent on PTA board or even a liaison

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"> ● Providence Elementary will continue to work on developing a positive relationship with PTA. ● A PTA liaison will be added to ensure communication between school and PTA. PTA liaison will be the school secretary. <p>Funding Source:</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...

- Master Schedule,
- Duty Roster
- Support Services
- Interventionist schedule
- SPED schedule
- Reading Recovery schedule

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"> ● PLC created Pre/Post assessments ● After-school collaboration to help meet inclusion needs ● Team leader meetings ● Dismissal procedure changed ● Duty schedule changed 	<ul style="list-style-type: none"> ● Better communication between administration and teachers ● Get input from those involved in decisions ● Clubs/Extra-curricular (Debate, Running, Service Organization, Sports, etc.)

Summary of Needs

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

<ul style="list-style-type: none"> ● Weekly communication between administration and staff on upcoming events. ● Develop ways for students to get involved with their school community. ● An electronic newsletter will be sent to staff on a weekly basis that is informative not only on campus activities, but will also focus on learning targets, CHAMPS, and giving effective feedback. ● Create more ways for students to participate in their school community. New clubs will be created: Rotary Chess, Student Council will be opened up for all 3rd-5th grade, Robotics, Gardening, and during 4th/5th specials- Running Club, Early Act, Choir “Providence Performers” and STEAM (Science, Technology, Engineering, Art, and Math) <p>Funding Source: State Compensatory Funds</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...

- Team Leader Meeting notes
- Teacher feedback
- Parent/Community 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...
<ul style="list-style-type: none"> ● PTA and Staff Collaboration ● Parent/room parent support for activities ● Approachable administration ● Risk-taking is encouraged ● Understanding teacher needs 	<ul style="list-style-type: none"> ● More room parent involvement

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"> ● Parent involvement ● School/PTA relationship will continue to be developed. Parents will be a consistent academic support for students during the school day. Seek more parents for “mentor” opportunities. ● Continue to grow Watch D.O.G. program. <p>Funding source: State compensatory Funds</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...

- HR Applications
- Certifications
- Staff Effectiveness
- Applitrack
- 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...
<ul style="list-style-type: none">● Certified, Effective staff with multiple certifications (ESL/GT/SPED)● PLC	<ul style="list-style-type: none">● Keep highly effective staff with new building opening● Administrative support (Staff development/Parent concerns)● Structured mentorship program for new staff to building, as well as, new to profession

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">● Mentor opportunities to keep highly effective staff and new staff.● Due to the opening of Bell Elementary, we will have no first year teachers. This area can be explored at a later date pending growth of campus enrollment.● Staff will continue to meet in PLCs to support one another throughout the year.● Staff will meet in vertical teams <p>Funding Source: State Compensatory Funds</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
- Classroom assessments
- Benchmark assessments
- Kathy Richardson
- ELI
- Fontas and Pinnell

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"> ● Small group instruction- Teachers know where students are based on ability. No one is flying under the radar. 	<ul style="list-style-type: none"> ● Fine tune small groups and implement learning targets ● Extend EXPO opportunities to general education classroom ● Insure a minimum amount of teacher time/small group time for all students at all levels

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"> ● Staff will continue to “fine tune” small group instruction. ● Refinement of small group instruction will help teachers to better understand effective instruction practice to serve all students effectively. ● Consistent implementation of learning targets will provide students a clear learning focus. ● In addition, the District Math Coach will be in the building consistently to help refine and develop our teachers in the area of the “workshop” model to better serve students at all levels. <p>Funding Source: State Compensatory Fund</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...

- PD
- Building technology 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...
<ul style="list-style-type: none"> ● Useful training to implement in the classroom ● Amount of technology available ● Technology is used in all content areas ● Campus Tech 	<ul style="list-style-type: none"> ● More trainings/ refreshers ● Tech teacher in computer lab (can add in special area rotation) ● Network Bandwidth (connectivity)

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"> ● Chromebooks will be deployed from the district. Each 4th-5th grade teacher will receive 15 Chromebooks to use in the classroom in addition to 5 ipads. K will have 10 ipads in each classroom. Grades 1-3 will have 10 Chromebooks and 5 ipads in each classroom. This will ensure a 2:1 ration in all grade levels. ● Ongoing professional development opportunities are provided through the technology department. <p>Funding Source: State Compensatory Funds and PTA donations</p>
--



Summary of Priority Needs

Demographics...

- Smaller class sizes
- List of at-risk students by grade and category (to analyze)
- Maintain enough support people for special populations

Student Achievement...

- Fine tune small groups and implement learning targets
- Extend EXPO opportunities to general education classroom
- Insure a minimum amount of teacher time/small group time for all students at all levels

School Culture and Climate...

- Parent involvement
- School/PTA relationship will continue to be developed. Parents will be a consistent academic support for students during the school day. Seek more parents for “mentor” opportunities.
- Continue to grow Watch D.O.G. program.

Staff Quality, Recruitment and Retention...

- Staff will continue to meet in PLCs to support one another throughout the year.
- Staff will meet in vertical teams

Curriculum, Instruction, and Assessment...

- Time to plan (Less time for meetings during planning- ARD, 504, etc.)
- Vertical teaming alignment processes
- Continue funding Reading/Math interventionist

Family and Community Involvement...

- Providence Elementary will continue to work on developing a positive relationship with PTA.
- A PTA liaison will be added to ensure communication between school and PTA. PTA liaison will be the school secretary.

School Context and Organization...

- Weekly communication between administration and staff on upcoming events.
- Develop ways for students to get involved with their school community.
- An electronic newsletter will be sent to staff on a weekly basis that is informative not only on campus activities, but will also focus on learning targets, CHAMPS, and giving effective feedback.
- Create more ways for students to participate in their school community. New clubs will be created: Rotary Chess, Student Council will be opened up for all 3rd-5th grade, Robotics, Gardening, and during 4th/5th specials- Running Club, Early Act, Choir “Providence Performers” and STEAM (Science, Technology, Engineering, Art, and Math)

Technology...

- Chromebooks will be deployed from the district. Each 4th-5th grade teacher will receive 15 Chromebooks to use in the classroom in addition to 5 ipads. K will have 10 ipads in each classroom. Grades 1-3 will have 10 Chromebooks and 5 ipads in each classroom. This will ensure a 2:1 ration in all grade levels.
- Ongoing professional development opportunities are provided through the technology department.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Principal	Jairia Diggs
Assistant Principal	Christina Weiper
Teacher	Ella Galvin
Teacher	Donna Lewis
Teacher	Haley Moore
Teacher	Deanne Haas
Teacher	Janie Peters
Teacher	Robin Webb
Teacher	Marta Howard
Teacher	Consonya Owens
Teacher	Jennifer Rowe
Teacher	Lindsey Faucett
Teacher	Kalah Thorson
Teacher	Erica Lease
Library Media Specialist	Ami Ware
Campus-Based Nonteaching Professional	Rhonda Banks
Campus-Based Para or Operations Staff Rep	Desiree McClung
District-Level Professional	Rene Shelton
Parent Rep	Melissa Withaeger
Parent Rep	Lanna Bell
Community Rep	Brian Roberson
Business Rep (Palio's)	
Business Rep (Gene Gumphrey)	Gene Gumphrey

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

Date	Time	Location
September 11, 2018	3:15pm	Providence Library
November 1, 2018	3:15pm	Providence Library
January 31, 2018	3:15pm	Providence Library
March 21, 2018	3:15pm	Providence Library
April 18, 2018	3:15pm	Providence Library

Savannah Elementary School



Campus Improvement Plan 2018-19

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

“Preparing for the Future, Today!”

School Vision

Savannah Elementary will become a collaborative community of excellence that challenges students to reach their academic and social potential.

School Values

Attitude

We will maintain a positive environment of encouragement, recognition, humor and fun.

Communication

We will openly interact with each other in a truthful and respectful manner to cultivate trust and productivity without fear of retaliation.

Innovation

We will build a forward-thinking environment that keeps up with technology, best practices, and is open to unconventional ideas.

Respect

We will value each others opinions and differences with open-mindedness and tolerance.

Team Work

We will work together toward a common goal by sharing responsibilities while implementing our value system.

WIG 1: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% of all students will show a minimum of one year's growth in math and reading by June 1, 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Within the workshop model, our campus will focus on consistency of small group instruction daily.	Administration Interventionists Coaches Curriculum			<ul style="list-style-type: none"> Lesson Plans Walk Through Documentation Coaching Notes T-TESS Goals 	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Small groups will be pulled by formative & summative data sources.	Administration Interventionists Coaches Curriculum			<ul style="list-style-type: none"> Lesson Plans Walk Through Documentation Coaching Notes T-TESS Goals 	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
The Student Intervention Team will continue to provide support and training to teachers identifying appropriate MTSS strategies. Teachers will utilize the DMTSS protocols and resources created by the district DMTSS committee.	Administration SIT Team			<ul style="list-style-type: none"> PLC schedule PLC minutes & artifacts Common Assessments Students of Concern Spreadsheet 	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Identify essential standards at each grade level. Create essential unit plans for reading and math.	Administration Curriculum			<ul style="list-style-type: none"> Grade level scope & sequence Month at a glance Lesson plans Learning targets Common assessments 	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Students will be able to identify their learning targets and monitor their progress based on strong & weak work samples.	Administration Curriculum			<ul style="list-style-type: none"> Walk through documentation Learning walk documentation Classroom artifacts 	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Teachers will update Students of Concern spreadsheet in PLC meeting based on Universal, Supplemental, and Individualized concerns.	Administration Team Leads Interventionists			<ul style="list-style-type: none"> Students of Concern spreadsheet Blue folder documents Istation data Imagine Math data Common assessments 	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March

WIG 1:Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% of all students will show a minimum of one year’s growth in math and reading by June 1, 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Master schedule will be created to protect Tier I, II, & III instruction. Students will not be pulled from Tier I for interventions or special programs.	Administration Interventionists			<ul style="list-style-type: none"> Interventionists schedules Master schedule PLC minutes Target Time groups 	90% of our campus will make one year’s growth in math and reading.	Oct Nov Jan March
All students will receive Tier II instruction based on their academic need and progress with essential standards.	Administration			<ul style="list-style-type: none"> Interventionists schedules Master schedule PLC minutes Target Time groups 	90% of our campus will make one year’s growth in math and reading.	Oct Nov Jan March
Target Time will take place 30 minutes twice per day (reading and math) in each grade level per day. If there is a change in campus schedule, Target Time is used for Tier 1 instruction.	Administration Team Leads			<ul style="list-style-type: none"> School Activity Calendar Master Schedule Target Time schedule 	90% of our campus will make one year’s growth in math and reading.	Oct Nov Jan March
Teacher at all grade levels will engage in collaborative planning for all subjects.	Administration Team Leads			<ul style="list-style-type: none"> Lesson plans Grade level minutes 	90% of our campus will make one year’s growth in math and reading.	Oct Nov Jan March
Teachers will share grade level expectations with parents via conferences, curriculum night documents, and weekly S’more newsletters. Newsletters will include learning targets, strong work samples, anchor charts, and videos, etc...	Administration Team Leads			<ul style="list-style-type: none"> S’more Newsletters Curriculum Night S’more Email archives 	90% of our campus will make one year’s growth in math and reading.	Oct Nov Jan March
Marigolds and Mentees will support new to Savannah teachers in their transition to the district.	Administration			<ul style="list-style-type: none"> Powerpoints Agendas Sign in sheets 	90% of our campus will make one year’s growth in math and reading.	Oct Nov Jan March

WIG 1:Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% of all students will show a minimum of one year's growth in math and reading by June 1, 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
A PLC for special education will meet once a month to discuss name & need based on student data.	Administration SPED Team			<ul style="list-style-type: none"> • Agendas • PLC minutes • CFA data • Data charts 	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
The Assessment for Learning Team will plan and deliver staff professional development centered around learning targets & strong & weak work.	Administration A-Team Members			<ul style="list-style-type: none"> • Powerpoints • Agendas • Sign in sheets • Walk through documentation • Classroom artifacts 	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
The Co Teach model will be increased on campus. Special education teachers will work more closely with general education to increase the exposure of special education students' to general education curriculum.	Administration Special Education Teachers			<ul style="list-style-type: none"> • Master schedule • SPED schedule • Lesson plans 	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March

WIG 2: Savannah Elementary School staff and teachers will engage in frequent transparent communication that produces a 25% increase from BOY Savannah Engagement Survey by June 1, 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Savannah will write and administer an engagement survey for parents and community members to establish baseline data for the year.	Administration CLT			Survey Results	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March
All teams will produce presentations for curriculum night for parents and the community.	Administration Team Leads			Virtual Curriculum Night Document	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March
The Savannah Website will serve as the hub of information for our campus. It will be kept current with clear concise information.	School Webmaster			Updated Website Updated Calendar	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March
Mugs with Mac, a town hall style meeting, will be hosted by Mr. McWilliams and Mrs. Springer to discuss and share instructional matters, assessment data and other "hot topics" in the learning community. Parents will have an opportunity to ask questions and discuss topics. Four sessions will be scheduled throughout the school year.	Administration			Powerpoint Agenda Sign in sheets Anchor Charts	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March
The Savannah Shout Out, an electronic newsletter, will be developed and published monthly to keep parents informed.	Administration			S'more Newsletter	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March
Grade level newsletters will be standardized utilizing S'more. A list of newsletter must haves will be developed for all grade level newsletters.	Team Leads			S'more Newsletter	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March
Teachers will publish learning targets for each subject in their weekly newsletter.	Teachers Team Leads			S'more Newsletter	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March
The campus mission, vision, values and goals will be published. All stakeholders will be made aware.	Administration			Various locations around the building Parent handbook Savannah Playbook	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March

WIG 2: Savannah Elementary School staff and teachers will engage in frequent transparent communication that produces a 25% increase from BOY Savannah Engagement Survey by June 1, 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The Q12 Employee Engagement will be administered to all staff members.	Administration CLT			Survey Results	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March
All Savannah teachers will utilize Class Dojo for behavior and and student portfolios.	Administration Dojo Campus Champion			Dojo history Electronic Portfolios Direct Messages	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March
Facebook and Twitter will be utilized to “tell our story.” Gator Gab w/ Mac & Springer will be done live on Facebook periodically through the school year. All teachers will create a Twitter account	Administration			FB Live videos Twitter Feed Teacher Twitter accounts	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2019.	Oct Nov Jan March

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Nancy Petolick
Teacher	Lesli Bernanke
Teacher	Hanna Carter
Teacher	Ashley Hodges
Teacher	Linda Williams
Teacher	Joanna Dumesnil
Teacher	Jessica Hawkins
Campus-Based Non teaching Professional	Amy Liesveld
Campus-Based Para or Operations Staff Rep	Nicole Bolin
District-Level Professional	Jennifer Hood
Parent Rep	Amy Hall
Parent Rep	Christy Bearly
Community Rep	Robyn Burton
Community Rep	Bob Mayo
Business Rep	Linda Jansen
Business Rep	Jeff Booker

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

September 17	3:30 PM	Savannah Library
October 1	3:30 PM	Savannah Library
November 7	3:30 PM	Savannah Library
January 15	3:30 PM	Savannah Library
March 4	3:30 PM	Savannah Library

Navo Middle School



Campus Improvement Plan 2018-19

Navo Middle School

Campus Improvement Plan 2018-19

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

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

School Vision

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

School Values

Respect
Kindness
Excellence
Teamwork
Perseverance

WIG 1: Navo Middle School will establish a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Working with our PTA to promote their advocacy for our students and staff.	All Staff			PTA membership and attendance	Collaborative and supportive relationships	October-Some progress February-Considerable progress, June-Accomplished
Piloting Restorative Practices as a campus	Admin, counselor, 6th grade teachers			Discipline Data, teachers trained, Plans and artifacts turned in to admin	Decreased ISS and OSS for 6th grade students	October-Some progress February-Considerable progress June-Accomplished
“Happenings in the Classroom” communicated via email to staff that provides anecdotal evidence of engaging lessons.	Admin			Awards and recognitions	Positive reinforcement and acknowledgement of outstanding performance	October-Some progress February-Considerable progress June-Accomplished
Student of the Month recognition	Admin	Community Donations		Awards and recognitions	Positive reinforcement and acknowledgement of outstanding performance	October-Some progress February-Considerable progress June-Accomplished
Panther of the Month: Student nominated and teacher selected staff member recognition	Admin	Community Donations		Awards and recognitions	Positive reinforcement and acknowledgement of outstanding performance	October-Some progress February-Considerable progress June-Accomplished
Transition Night for incoming 6th graders.	Admin and Counselor			Scheduled transition night	Parents and students receive pertinent information	January-Some progress April-Accomplished
Counseling Department will establish goals that address the social, emotional, and academic needs of students.	Counselor			Counselor Plan	Student growth	October-Some progress February-Considerable progress June-Accomplished
Use of social media daily highlight positive things occurring at Navo	Admin and all staff			Tweets and Facebook	Consistent form of communication	October-Some progress February-Considerable progress June-Accomplished

WIG 1: Navo Middle School will establish a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Weekly emails sent to parents from principal's office	Admin			Messages sent	Consistent form of communication	October-Some progress February-Considerable progress June-Accomplished
Student surveys administered in the fall and spring	Admin			Student Data	Student voice in campus culture and norms	October-Some progress February-Considerable progress June-Accomplished
Parent surveys administered in the fall and spring	Admin			Parent Data	Parent voice in campus culture and norms	October-Some progress February-Considerable progress June-Accomplished
Staff surveys administered in the fall and spring	Admin			Staff Data	Staff voice in campus culture and norms	October-Some progress February-Considerable progress June-Accomplished
Pep rallies throughout the year that highlight student achievement in all areas, as well as focusing on social and emotional lessons developed by our counseling department.	Admin, Counselor, Fine Arts, Athletics			Pep rallies	Celebration of Navo accomplishments and culture	October-Some progress February-Considerable progress June-Accomplished
Spotlight of the week to recognize staff members for their contributions to Navo Middle School	Admin			Awards and Recognition	Positive reinforcement and acknowledgement of outstanding performance	October-Some progress February-Considerable progress June-Accomplished
Book study: 5 Languages of Appreciation in the Workplace	Admin and Staff			PLC and staff meetings utilizing book Survey of Languages of Appreciation	Staff understands how to best demonstrate appreciation that is specific to individuals	September-Some progress February-Considerable Progress June-Accomplished
Wall plaque individualized for each staff member that recognizes their contributions to Navo.	Admin			Wall plaque	Recognition of staff contributions to Navo	October-Some progress February-Considerable progress June-Accomplished

WIG 1: Navo Middle School will establish a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Positive postcards mailed home recognizing students for their behavior and/or academics	All Staff			Postcards mailed home	Parents receive affirmation specific to their student	October-Some progress February-Considerable progress June-Accomplished

WIG 2: Expected student growth for Navo Middle School will increase by at least 10% in math and reading, as shown on STAAR assessment data.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
PLCs will meet twice weekly to examine student data from summative assessments, including common assessments and STAAR. Teachers will develop common assessments and make adjustments in the curriculum, instruction and assessments as determined by the PLC.	Teachers			Common assessments developed, lesson plans, student feedback, master schedule	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished
The Campus Leadership Team will meet throughout the year to evaluate the needs of the campus and monitor progress of the WIGS.	CLT members			Minutes of monthly meetings	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished
Incorporate PLC time into the master schedule.	Admin			Master schedule	Analysis of success obtaining increased expected student growth.	September-Accomplished
Incorporate Team time into the master schedule.	Admin			Master schedule	Analysis of success obtaining increased expected student growth.	September-Accomplished
Incorporate reading and math intervention classes into the master schedule.	Admin			Master schedule	Analysis of success obtaining increased expected student growth.	September-Accomplished
Include Lyneille Meza in PLC times throughout the year to analyze trends in data, reflect on the trends and create action plans.	Admin and Lyneille Meza			PLC schedule	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished
Administrators will actively participate in PLCs throughout the year.	Admin			Meetings attended	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished
Administrators will actively participate in Braswell Zone PLCs throughout the year.	Admin			Meetings attended	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished

WIG 2: Expected student growth for Navo Middle School will increase by at least 10% in math and reading, as shown on STAAR assessment data.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The principal will actively participate in middle school PLC throughout the year.	Principal			Meetings attended	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished
Campus leadership team will research “like” schools within DFW whose students are demonstrating higher levels of academic growth.	CLT			Data from research	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished
Teachers of 6th grade students in math and ELAR will utilize MAPS to assess students.	6th grade ELAR and math teachers			MAP data	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished
Provide targeted, differentiated instruction designed to meet specific TEKS, student expectations, and objectives.	Teachers			Lesson plans, assessments	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished
Continue to implement reading intervention. We are using Achieve 3000 to provide additional differentiated instruction based on individual student need.	Reading and ELAR teachers			Student use of Achieve 3000	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished
All students will be assessed for their current reading level via SRI or MAP.	Math and ELAR teachers			SRI and MAP data	Analysis of success obtaining increased expected student growth.	September-Accomplished
Family Literacy Night	Teachers			Family Literacy Night scheduled	Parent Survey	November-Accomplished
“Data talk” department chair meetings	Admin and Dept Chairs			Meetings scheduled	Analysis of success obtaining increased expected student growth.	October-Some progress February-Considerable progress June-Accomplished



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Eduphoria/Aware, Assessment Planning, Lesson Plans, Technology, End of Course Results, Professional Learning Communities (Minutes), Denton ISD Curriculum Documents, Common Assessment Data, Campus Culture and Climate Survey, TTESS, Master Schedule, Scholastic Reading 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>Professional Learning Community model allows for consistent reflection of teaching and learning. The PLC provides the structure and opportunity for ongoing horizontal and vertical learning teams.</p> <p>The master schedule allows for true teaming for 6th and 7th grade and some teaming time at the 8th grade.</p> <p>Common assessments provide relevant and timely feedback that drives an evaluation of current instructional and assessment practices.</p> <p>The TTESS process is implemented with fidelity. We engage in goal setting, reflection and coaching. This process encourages an individual focus on instructional practices as well as provides school data to identify trends.</p> <p>Teachers are consistently communicating learning targets with their students</p>	<p>Navo needs to better utilize the co-teaching model in order to address the specific needs of our students who receive special education services. The STAAR data reveals a greater need to provide successful differentiation.</p> <p>Navo needs to continue to identify specific growth opportunities for students.</p> <p>The district needs to assist teachers in developing honors/advanced level curriculum. As it currently stands, teachers are responsible for the differentiation.</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>Navo Middle School will utilize the professional learning communities, team times and staff development to ensure implementation of curriculum whereby every student demonstrates a minimum of one year's growth.</p>
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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, 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...

Student enrollment, student attendance, TEA Accountability Summary, course/class assignments
Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
<p>Each month, Navo offers “Panther Pride” to all new to Navo teachers. During this time, we focus on areas of concern as shared by the new staff. Retention of quality staff is a focus, thus the support system in place.</p> <p>New to Navo teachers are assigned a campus mentor.</p>	<p>Navo Middle School needs to audit student participation in advanced level courses to gauge the level of educational equity.</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.)...

As Navo continues to grow, it is important to maintain a master schedule that provides a reasonable staff to student ratio within the classes. Auditing the educational opportunities for students will be necessary in ensuring all students have access to rigorous curriculum.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey, PTSA Feedback, CLT Community Member Feedback, Family and Community Participation

Findings/Analysis

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

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

Strengths-	Needs -
Braswell Zone PLC, 380 Bash attendance and sponsorship, Parent access of online gradebook, Outreach of administrative and counseling teams, Teacher communication with parents, Google Classroom, Open House participation, Attendance at athletic and fine arts events, Attendance at Transition Night	Increase PTA membership Increase number of survey participants

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 relationships with parents and community members.



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Duty Rosters, Master Schedule, Bell Schedule, Student Support Services, Communication: Formal and Informal, Leadership: Formal and Informal, Decision-Making Processes

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>Staff members seek opportunities to assume leadership roles within the campus.</p> <p>Staff members actively volunteer to assist their colleagues through mentorship, PLCs, teaming and informally.</p> <p>Teaming</p> <p>PLC Currently Denton High School maintains a full teaching staff to accommodate our student numbers and course requests.</p> <p>The experience of the administrative team provides continuity and stability.</p>	<p>Continue to grow in the PLC model</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.)...

Allocation of resources so teacher leaders can receive training in the PLC model.



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 and Climate Survey, Classroom Walk-through Data, Parent Conferences, IEP and 504 Meetings, Interviews, PTSA Feedback, CLT Community Member Feedback

Findings/Analysis

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

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

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

Strengths...	Needs...
<p>Walkthrough data is more meaningful to staff because they receive immediate and specific feedback. We have honed in on the communication of learning targets and it's evident in the data collection.</p> <p>TTESS provides for more coaching conversations. The goal setting is a meaningful process for teachers and administrators.</p> <p>PLC implementation continues to improve. Common assessments (creation and analysis) shapes the instruction, planning, and further assessment.</p> <p>Public recognition of staff and students reflects pride and builds a sense of community.</p> <p>Pep rallies and awards connects parents with the school.</p>	<p>Our entire counseling department is new this year. We need to be intentional in supporting them as they support Navo.</p> <p>We still need to garner more participation in the surveys so our data is reflective of Navo culture and climate.</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>Navo Middle School will continue to build relationships within the community. Helping parents of incoming 6th graders transition from elementary to middle school will be beneficial in their ability to navigate middle school norms.</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...

TEA Accountability Summary, Staff Mobility, Campus Culture and Climate Survey
--

Findings/Analysis

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

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

Strengths...	Needs...
41% of our teachers are minority. The average years of experience among our teaching staff is 8.7 years. 24% of our teachers have their masters. Principal of Navo has earned Ed.D. PLC provides support for teachers as well as the opportunity for continuous improvement. Presence of TWU and UNT attracts quality candidates for positions within Denton ISD. First year teacher orientation within the district and also at Navo (Panther Pride). LEAD Denton motivates and supports Navo teachers who seek to grow into administrative roles.	We need core more content teachers to become certified in special education and ESL. Identify needs of current staff so we can retain quality staff members.

Summary of Needs

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

Though our curriculum department is quick to assist teachers in need, the dedication of an instructional coach to our campus would be impactful in serving teachers who genuinely seek ways to become stronger in instruction, planning and assessments.
--



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

STAAR, TELPAS, Common Assessments, Promotion Rates, Enrollment in courses including electives and advanced
--

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 receiving intervention in math made significant increases in student achievement as measured by STAAR.</p> <p>8th grade reading and math STAAR scores increased</p>	<p>Provide intervention for all grade levels. This past year, there was a decrease in student achievement on the math and reading STAAR assessments.</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>We will utilize our PLCs more specifically to address the interventions students need in grades 6-8. We will utilize Achieve 3000 as an additional resource for reading improvement.</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...

Technology Hardware and Software, Technology Infrastructures, Professional Development
--

Findings/Analysis

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

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 following departments have a 2 to 1 ratio of students to Chromebooks:</p> <p>ELAR Social Studies Science</p> <p>Staff use of Google Classroom allows parent access to student work and also provides immediate/real time feedback.</p> <p>The staff continues to seek ways to incorporate use of technology in ways that promote student engagement.</p> <p>Our Instructional Technology teacher actively seeks ways to assist teachers and students in the instructional utilization of technology. She advocates for teachers and students.</p> <p>Teachers received new desktops this year.</p>	<p>Allocation of Chromebooks for students who are served in special education resource classes is needed.</p> <p>Reward and recognize teachers who successfully integrate technology in learning.</p> <p>Teachers want more training on the use of multimedia skills (recording/editing).</p> <p>Our computer labs are outdated.</p> <p>The media equipment in the cafetorium is not reliable.</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>There is no plan for allocation of Chromebooks to students in special education resource classes. We believe the recently approved bond will allow for an update to the equipment in the cafetorium. Replace our desktops in the computer labs with new equipment.</p>



Summary of Priority Needs

Demographics...

As Navo continues to grow, it is important to maintain a master schedule that provides a reasonable staff to student ratio within the classes. Auditing the educational opportunities for students will be necessary in ensuring all students have access to rigorous curriculum.

Student Achievement...

We will utilize our PLCs more specifically to address the interventions students need in grades 6-8. We will utilize Achieve 3000 as an additional resource for reading improvement.

School Culture and Climate...

Navo Middle School will continue to build relationships within the community. Helping parents of incoming 6th graders transition from elementary to middle school will be beneficial in their ability to navigate middle school norms.

Staff Quality, Recruitment and Retention...

Though our curriculum department is quick to assist teachers in need, the dedication of an instructional coach to our campus would be impactful in serving teachers who genuinely seek ways to become stronger in instruction, planning and assessments.

Curriculum, Instruction, and Assessment...

Navo Middle School will utilize the professional learning communities, team times and staff development to ensure implementation of curriculum whereby every student demonstrates a minimum of one year's growth.

Family and Community Involvement...

Continue to build relationships with parents and community members..

School Context and Organization...

Allocation of resources so teacher leaders can receive training in the PLC model.

Technology...

There is no plan for allocation of Chromebooks to students in special education resource classes.
We believe the recently approved bond will allow for an update to the equipment in the cafetorium.
Replace our desktops in the computer labs with new equipment.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Tina Simpson
Teacher	Bailey Haeussler
Teacher	Chris Schick
Teacher	Christin Whitefield
Teacher	Nitia Harris
Teacher	Kenneth Telshow
Teacher	Christy McKeever
Teacher	Kelly Wilcox
Teacher	Amanda Jackson
Campus-Based Nonteaching Professional	Courtney Wilkerson
Campus-Based Para or Operations Staff Rep	Marci Robles
Campus-Based Para	Varinia Peace
District-Level Professional	Barb Haflich
Parent Rep	Ann Jeanette Martin
Community Rep	Rachel St. Pe
Business Rep	Jessica Smith

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

Date	Time	Location
September 5, 2018	3:45	Navo Library
October 24, 2018	3:45	Navo Library
November 28, 2018	3:45	Navo Library
January 30, 2019	3:45	Navo Library
March 27, 2019	3:45	Navo Library
May 15, 2019	3:45	Navo Library

Rodriguez Middle School



Campus Improvement Plan 2018-19

Rodriguez Middle School

Campus Improvement Plan 2018-19

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

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

School Vision

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

School Values

Collaboration, Innovation, Responsibility, Integrity, Leadership

WIG 1: By the end of 2018-19, 80% of our stakeholders will complete and rate RMS a 4-5 (meet to exceeds) in all categories on culture and climate surveys.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Begin implementation of Restorative practices	admin	AK \$\$2550 registration & \$1000 sub days		Teachers & Admin attend training session in October	Better relationship between students and staff	October
Staff professional development of relational practices	admin	none		Campus training document & sign in	Better relationship between students and staff	Completed in August
Revisit through campus team meetings relational practices	admin	none		Calendar appointments	Better relationship between students and staff	November January April
Update social media sites weekly to provide communication to parents and community.	Admin	None		Facebook posts & tweets	Allows parents & community a consistent communication form	November January April
Minimum of monthly SMORE newsletters to staff.	Admin	None		SMORE newsletters & feedback reports from SMORE	Allows staff a consistent communication form	November January April
Minimum of twice a month RMS update to parents/guardians of events.	Admin	None		Messenger emails	Allows parents a consistent communication form	November January April
Survey staff twice a year	Admin	None		Staff data	Allows admin to make adjustments as needed to meet the needs of the staff	December May
6th grade Viper Hatchling camp	Admin Counselors Staff	None		Students attending session	Allows admin and staff to create a foundation of expectations and protocols for incoming students	Completed in August
New to RMS for 7th & 8th grade camp	Admin Counselors Staff	None		Students attending session	Allows admin and staff to create a foundation of expectations and protocols for incoming students	Completed in August
Administrator attend all RMS PTSA meetings	Admin	None		Sign in sheets from PTSA	Allows parents & community voice to campus	November January April

WIG 1: By the end of 2018-19, 80% of our stakeholders will complete and rate RMS a 4-5 (meet to exceeds) in all categories on culture and climate surveys.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Student surveys twice during year	Admin	None		Student data	Allows students a voice in campus	December May
Parent surveys twice during year	Admin	None		Parent data	Allows parents & community voice to campus	December May
The Counseling Department will establish a goal(s) that address the social, emotional and academic needs of students	Counselors	None		Counselor Plan	Allows students a voice in campus and in their personal growth	November January April
Implement student and staff recognition programs	Admin Team Leads	Donations		Awards & recognitions	Positive growth from students and staff	November January April
Bengal Buddies at RMS	Counselors	NA		Monthly meetings	Students connect with others in zone	December May
PE will support healthy lifestyle for students through participation in a variety of activities including fitness gram and cpr training	PE	NA		Lessons and data from activities	Students are involved in a variety of activities that impact total student	December May
ROX Program which equips girls with the knowledge and skills necessary to live healthy, independent, productive, and violent free lives.	SAC, Admin and class teacher	\$1500 at risk funding \$2000 training campus funds		Class in schedule Survey pre and post	Fewer referrals for behavior	November January May
Bullying Prevention Presentation	Counseling team admin	\$1000 at risk funding		Student survey	Safer school and more awareness of the impact of bullying on student relationships	November

WIG 2: RMS will meet or exceed the district average in all State Assessments by May 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Braswell Zone Walk Through Focus on Learning Targets	Admin			Monitoring and feedback of instructional standards and learning targets between staff	Teachers are receiving relevant feedback to help facilitate TTESS and growth	November February May
Math, science, social studies and ELAR will establish its own goals regarding tested grade levels based on district data.	Subject Teachers			PLC meeting minutes from each department with progress toward goal	Teachers are monitoring their progress and making necessary adjustments to instruction/assessments toward the department and school goal	November February May
Math, science, social studies and ELAR will meet weekly in subject level PLCs.	Subject Teachers			PLC meeting minutes from each department with progress toward goal	Teachers are monitoring their progress and making necessary adjustments to instruction/assessments toward the department and school goal	November February May
Counseling department will advise students about advanced course work with a goal of 50% of all 7th and 8th grade students will enroll	Counselors	None		Course Selection	Students will be exposed to more rigorous and advanced coursework	March
Departments will develop campus goals to work with students after benchmark assessments	Admin Subject Teachers	\$4400 sub day		Instructional plans to be implemented in classes	Teachers are monitoring their progress and making necessary adjustments to instruction/assessments toward the department and school goal	Feb/March May
Walk Through Focus and Number	Admin			Monitoring and feedback of instructional standards between staff	Teachers are receiving relevant feedback to help facilitate TTESS and growth	November February May
Implementation of Readers Writers Workshop in all grades	ELAR Teachers			Lesson plans and walkthroughs	Instructional practices reflect the components of readers writers workshop	November February May
Provide books that are of high interest and	ELAR &	Ak \$2000		SRI reading levels tracked	More students on or	November

WIG 2: RMS will meet or exceed the district average in all State Assessments by May 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
appropriate age level but lower reading level to help students move forward in their reading levels	SPED teachers			throughout the year	approaching grade level	February May
Provide IXL for students to help address gaps in base knowledge mathematics	Math Teachers	AK \$7000		Reports from IXL on student usage	More students on or approaching grade level	November February May
Purchase a chromebook cart to provide technology for math and elar teachers to utilized IXL Math, online reading support to better help students close learning gaps	Math & ELAR teachers	AK \$14,000		Monitor check out usage of chromecart	More students on or approaching grade level	November February May
To help science develop additional instructional strategies to reach our at risk students and close learning gaps	Science Teachers	\$400 registration & \$600 in sub days		Teacher attending will implement teaching strategies into their lesson plans and classes; share information with their PLC	More students on or approaching grade level	November May
Provide targeted specific tutorials for students who have gaps in their learning to close the learning gap and allow them to become on grade level	Math & ELAR teachers Admin	\$10,000 payroll \$3,000 supplies		Rosters from tutorial sessions; lessons from tutorials	More students on or approaching grade level	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...

Benchmark data, curriculum, school 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...

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 PLC continue to develop lessons which support the four questions of PLC and how this impacts our students and teaching and learning.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Enrollment, At Risk, Attendance, Advanced class 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...
Demographics of advanced courses closely mirrors campus demographics	Continue to try to match demographics of campus to 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.)...

As a campus which continues to grow to work with new families, students and staff to help them feel a part of the Viper community and know the vision and core values for 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...

Parent Volunteer Information, Parent Feedback, Demographic 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...

<p>Strengths... Strong small base of parent volunteers Businesses support student initiative programs and staff as needed</p>	<p>Needs - More parents to be actively involved in sharing their feedback</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 need to develop a way to get more parents involved in RMS. Parent participation in groups/activities tends to lessen as students matriculate through their education.



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Duty Roster, Leadership, Master schedule, communication

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...
- Specific communication through a variety of sources for staff and parents including facebook, messenger, smores, twitter Strong staff involvement in CLT, teams and PLC PTSA Parents have a positive perception of the campus	- Minimal participation from parents on CLT

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.)...

Develop additional ways for parent/community voices to be heard



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 Engagement Survey Small group conversations and parent 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...
<ul style="list-style-type: none"> - Parents believe we are developing a strong culture at RMS 	<ul style="list-style-type: none"> - Concerns about how students treat one another

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.)...

While parents have a positive perception of the campus they do have concerns about how students treat one another and the concept of bullying because of this concern, we will be starting the process of restorative practices and relational practices on campus. We will use at risk funding to send a core group of teachers to learn more about the program and how to implement it on campus.



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, Walk through data, staff replacement, PD 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...
Staff in most areas is stable	Maintain quality staff and support for special needs programs

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.)...

While there was some turn over at RMS (21%), a majority of those turnovers were for reasons beyond the control of the campus. As a campus we need to find ways to continue to support new teachers to the campus and to teaching.



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 data, telpas, enrollment in enhanced/honors courses, passing rates

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"> - Overall reading scores met or exceeded district averages 7th grade writing met or exceeded district averages Over 75% of students in 7th & 8th grade take 1 enhanced/honors class 	<ul style="list-style-type: none"> - Science and social studies in 8th grade were lower than district

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.)...

Several of our 6th grade students struggled extensively with state testing, we are using At Risk funds to purchase IXL Math for our students to have an additional technology based program to practice the concepts being taught in class and to reinforce learning from previous grades. We will also be using At Risk funds for planning for data days after benchmark exams and for planning on how to address gaps in learning.



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 on campus, brightbytes survey, PD
--

Findings/Analysis

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

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

Strengths...	Needs...
Use of google classroom for students and parents Use of google classroom by administration with staff	Develop lessons supported and enhanced by technology

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 develop lessons which are enhanced and supported by technology



Summary of Priority Needs

Demographics...

As a campus which continues to grow to work with new families, students and staff to help them feel a part of the Viper community and know the vision and core values for the campus.

Student Achievement...

Several of our 6th grade students struggled extensively with state testing, we are using At Risk funds to purchase IXL Math for our students to have an additional technology based program to practice the concepts being taught in class and to reinforce learning from previous grades. We will also be using At Risk funds for planning for data days after benchmark exams and for planning on how to address gaps in learning.

School Culture and Climate...

While parents have a positive perception of the campus they do have concerns about how students treat one another and the concept of bullying because of this concern, we will be starting the process of restorative practices and relational practices on campus. We will use at risk funding to send a core group of teachers to learn more about the program and how to implement it on campus.

Staff Quality, Recruitment and Retention...

While there was some turn over at RMS (21%), a majority of those turnovers were for reasons beyond the control of the campus. As a campus we need to find ways to continue to support new teachers to the campus and to teaching.

Curriculum, Instruction, and Assessment...

As a PLC continue to develop lessons which support the four questions of PLC and how this impacts our students and teaching and learning.

Family and Community Involvement...

We need to develop a way to get more parents involved in RMS. Parent participation in groups/activities tends to lessen as students matriculate through their education.

School Context and Organization...

Develop additional ways for parent/community voices to be heard

Technology...

Continue to develop lessons which are enhanced and supported by technology

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Misty Bennett Kevin Goodwell Luke Taylor
Teacher	Stephanie Bielman Lindsey Howard Deanna Dorman
Teacher	Derek Dickerson Kelly Korenek
Teacher	Megan Elizondo Charles Linn
Teacher	Hannah Elliott Catherine Lopez
Teacher	Traci Melson Rachel Murphy
Teacher	Kacie Rice Angela Taylor
Campus-Based Nonteaching Professional	Stephani Mohon
Campus-Based Para or Operations Staff Rep	Holly Stratton
District-Level Professional	Jeff Russell
Parent Rep	Cindy Campos
Parent Rep	Salisa Vannucci
Community Rep	Terra Goodno
Community Rep	
Business Rep	Jodie Prickett
Business Rep	Melva Scott

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

Date	Time	Location
Aug. 29	4:00	RMS

Sept. 26	4:00	RMS
Oct. 30	4:00	RMS
Nov. 28	4:00	RMS
Jan. 30	4:00	RMS
Feb. 27	4:00	RMS
March 27	4:00	RMS
April 24	4:00	RMS
May 21	4:00	RMS

Lester Davis School



Campus Improvement Plan 2018-19

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 - Lester Davis School

District Mission

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

School Mission

To provide a structured social and academic climate in which students choose how they will respond to the world.

School Vision

The Davis Faculty and Staff are committed to providing a temporary student placement for behavior management with the goal for students to return to, and succeed in, their regularly assigned classrooms and schools, both behaviorally and academically.

School Values

Goodwill and Teamwork
Respect
The "Golden Rule"
Be Reflective
Learner-Centered

WIG 1: As addressed in TEA Chapter 37:008, provide a DAEP that addresses supervision, self discipline and counseling so that recidivism remains below 20%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement and monitor Restorative Practices (RP) campus wide Attendance awareness Dropout prevention Violence prevention Student support Addresses missed system safeguard	Admin Counselor Teachers Paras	Campus Funds		RP implemented in Advisory / Academic Support classes Counseling Lesson Plans Admin walkthroughs Student Exit Surveys	Review of discipline reports, attendance, grades, repeat placements	Quarterly
Bonus days for positive behaviors Dropout prevention Attendance recognition Addresses missed system safeguard	Counselor Admin Teachers	Campus funds		Student monitoring board Student exit Surveys Students leave on time	Students returning to home campus sooner than designated time	Ongoing
Communication with parents - student orientation. Parental involvement Attendance awareness Dropout prevention Violence prevention Student support Addresses missed system safeguard	Counselor Admin Teachers	Campus funds		Required weekly orientation for new students and their parents	Number of conferences Communication of expectations for parents and students	Weekly
Daily success sheet tabulation for monitoring student behavior. Intervention methods tied to point loss Dropout/violence prevention Student support Addresses missed system safeguard	Counselor Admin Teachers Paraprofessionals	Campus funds		Documented monthly review on spreadsheet	Consistency of staff monitoring student behavior	Daily

WIG 1: As addressed in TEA Chapter 37:008, provide a DAEP that addresses supervision, self discipline and counseling so that recidivism remains below 20%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Why Try Counseling</p> <p>Violence, attendance, health, resources.</p> <p>Addresses missed system safeguard</p>	Counselor Admin Teachers	AK - provide supplemental supplies and materials		Weekly review of lessons Counselor evaluation	Review of discipline and the number of repeat placements	Weekly
<p>Professional development State & National.</p> <p>Dropout prevention Violence prevention Student support</p> <p>Addresses missed system safeguard</p>	Counselor Admin Teachers	AK - Attend supplemental professional development opportunities such as the TAAE conf.		Staff sign in sheets Certificate of participation TTESS Domain 4	Review of discipline and the number of repeat placements	Ongoing
<p>Weekly visits from Home Campus to visit DAEP students to keep student connected.</p> <p>High educationally disadvantaged, assist to reconnect to home campus, Dropout prevention Violence prevention</p> <p>Addresses missed system safeguard</p>	Admin Student Assistance Counselor	Campus funds		Visitor sign in logs Student exit surveys	Review of discipline and the number of repeat placements	Ongoing

WIG 1: As addressed in TEA Chapter 37:008, provide a DAEP that addresses supervision, self discipline and counseling so that recidivism remains below 20%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Counselor development Addresses missed system safeguard	Admin Counselor	AK - provide supplemental supplies and materials. Attend supplemental professional development opportunities		Programs developed Counselor evaluation	Review of discipline and the number of repeat placements	Ongoing
FMHS considered for DAEP students Addresses missed system safeguard	Watkins Rabsatt Counselor	Campus funds		# of applications taken Counselor recommendations	# of students enrolled	Ongoing
Provide instruction by highly qualified staff Addresses missed system safeguard	Teachers	SCE funding for all Davis Teachers FTE: 11		Teacher of Record for Davis Students and report cards TTESS	Credits obtained	Aug-May

WIG 2: To provide a safe and secure educational placement that promotes compliance to the Denton ISD Code of Conduct. DAEP placements will not exceed 2.8% of the student population per year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Weekly review of student progress by Davis Staff and Home Campus Addresses missed system safeguard	Counselor Admin Teacher Parent Home Campus Counselor Admin Teachers	Campus funds		Sign in sheets. Weekly review of student monitoring board	Review of discipline, attendance, and the number of repeat placement	Ongoing
District wide admin training regarding DAEP. Addresses missed system safeguard	Admin.	Campus funds		All campus based admin attend summer training. Admin attend at least one orientation parent/student orientation (offered 2x /week).	Consistent procedures for assigning students and continual progress monitoring of students during and after DAEP Placements	Ongoing
Coordinated health program, physical fitness, screening, and daily personal attention to their emotional and affective presence. Addresses missed system safeguard	Counselor Admin Teachers Nurse	Campus funds		Health issues on campus.	Student attendance, appearance, hygiene, and physical activity	Ongoing
Administrative communication with Home Campus to support student transition back to home campus Addresses missed system safeguard	Watkins	Campus funds		Student Exit interview surveys emailed to CBC and Student Assistance Counselor	# of repeated placements and increased support when student returns back to Home Campus	Ongoing
Reward student improvement (bonus days) Addresses missed system safeguard	Admin Teachers	Campus Funds		Student Success Sheets and student monitoring board	Review of discipline, attendance, and the number of repeat placement	Ongoing

WIG 2: To provide a safe and secure educational placement that promotes compliance to the Denton ISD Code of Conduct. DAEP placements will not exceed 2.8% of the student population per year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Social Skills Addresses missed system safeguard	Admin Teachers Counselor	Campus Funds AK - provide supplemental supplies and materials		Built in Academic Support in the master Schedule	Review of discipline, attendance, and the number of repeat placement	Ongoing
K-8th RR grade teachers Addresses missed system safeguard	Central Office Admin	SCE funding for all Davis Teachers FTE: 5		HR Staffing TTESS	Review of grades, discipline, attendance, and the number of repeat placement	Aug-May
9th -12th teachers Addresses missed system safeguard	Central Office Admin	SCE funding for all Davis Teachers FTE: 6		HR Staffing TTESS	Review of grades, discipline, attendance, and the number of repeat placement	Aug-May
Inclusion, Administration, Counseling & Office Addresses missed system safeguard	Central Office Admin	SCE funding for all Davis Teachers FTE: 11		HR Staffing TTESS	Review of grades, discipline, attendance, and the number of repeat placement	July-June
Staff development, local and National Addresses missed system safeguard	Counselor Admin Teachers	AK - Attend supplemental professional development opportunities such as the TAAE conf.		Staff attends Counselor evaluation TTESS domain 4	Review of grades, discipline, attendance, and the number of repeat placement	Ongoing

WIG 3: As addressed in TEC 37.006, provide, English language arts, mathematics, science, history. In addition to these four classes, students receive instruction in social skills, character education, electives (provided by home campus), and P.E.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Credit recovery at DAEP, when current course work is up to date student may work toward recovering any lost credit. Drop-out prevention. Addresses missed system safeguard	Admin Teachers Counselor	Campus Funds		Number of courses attempted	Number of credits recovered toward graduation	Ongoing
Elective support at DAEP. Courses sent by home campus and returned to home campus. Addresses missed system safeguard	Admin Teachers Home campus elective teachers	Campus Funds		Number of courses sent	Number of courses sent	Ongoing
Professional development local or national. Addresses missed system safeguard	Admin Teachers	AK - Attend supplemental professional development opportunities		Staff attends	Review of grades, discipline, attendance, and the number of repeat placement	Ongoing
Classroom teachers to support core courses. Inclusion instruction. Addresses missed system safeguard	Admin Teachers	SCE funding for all Davis Teachers		HR Staffing	Review of grades, discipline, attendance, and the number of repeat placement	Aug-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...

In connection with the C&I department and curriculum coordinators, the Davis School staff works to insure the scope and sequence of the curriculum are being followed for each student who comes to our campus. Other sources reviewed include, but not limited to:

- Collaborative Horizontal and Vertical Team Alignment Processes with home campuses and the other 2 alternative school (FMHS and Sparks)
- Class, School, and Special Program 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...
Small Class Sizes	Use of hands on activities
Connection with District IST	Opportunity for vertical and horizontal collaboration across the core teachers.
Higher number of Instructional aides to student ratio than traditional campuses	More technology to integrate lessons
Understanding that social and emotional needs are necessary for academic success	Use of PLC for academics. Currently being used for discipline reduction measures.
Ability to tailor lessons for needs of the 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.)...

Funds to allow for more educational leave so that our singletons can observe or collaborate with colleagues from other campuses.



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...

The Davis staff reviewed PEIMS records for Special populations, SES status, ethnic groups, attendance records, drop-out records, academic enrollment (SPED - AP) and discipline records.

Findings/Analysis

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

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

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

Strengths...	Needs...
Low student:teacher ratio	Reduce the number of dropouts
Low student:aide ratio	Increase attendance
Bilingual personnel	Reduce suspension
Credit Recovery opportunities	Decrease the Hispanic and AA enrollment
	Increase SPED certified staff
	Staff to instruct AP 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.)...

There is a need to boost curriculum and social services to reduce dropout and increase attendance. Special Ed funding to provide special education instruction to our increasing SPED numbers.



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...

The Davis staff reviewed Parent involvement opportunities, demographic data, mobility, and community service support

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...
Weekly Parent/ student attendance at the required Davis orientation for new students.	No Davis specific PTA
Partnerships with Serve Denton, the United Way, Texas Resources, Family Tree, and other local counseling supports.	While out of our control...Davis has a high turnover of students from home campus to Davis and back to home campus (usually 30 days)...there fore Davis has very little family involvement.
Daily communication with parents via Student Success Sheets	
District PTA is involved with Staff Appreciation efforts	
Increased communication regarding student absences	

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.)...

Targeted intervention for misbehavior (ie. drugs, alcohol, attendance, anger, etc.)



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 or Make-Up, e.g., Teaming, Looping, Etc.
Decision-Making Processes
Master Schedule
Duty Rosters
Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
School Map & Physical Environment

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...
Weekly staff meetings	High instructional paraprofessional turnover
Built in conference periods for staff	Tighter use of the advisory period
Built in advisory time for implementation of behavior curriculum	
Small campus allows for all-in approach	
Low teacher turnover	
Low Teacher:Student ratio	

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.)...

Instructional aides have typically moved into to teaching roles...which then causes vacancies in the adie position. Not really a need, but wanted to note that there is a need to hire paraprofessionals each year to adequately train them for such an important role that they serve.



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...

Stay interviews with each staff member
Formal and informal conversations
Weekly staff meetings with Hot Topics being discussed by all
School based walk thrus and observation
Parent meetings
Exit interviews with students

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which 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 like atmosphere	Transition supports from Davis to Home campuses
Student centered	Restorative Practice training (coming in Oct 2017)
Transition from punitive mindset to restorative mindset	Funding for staff appreciation (no PTA)
Dedicated staff that have a heart for our students that make bad choices	Staff have multiple preps...sometimes in the same period
Every student has the right to extraordinary education, regardless of location	Need to be a strengths based campus (training coming this school year)

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 to increase community involvement for teacher appreciation



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...

The Davis staff reviewed:
Staff certification
Staff mobility
Special programs
PD opportunities
Teacher:staff 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...
Teacher retention	Para retention
Class sizes (max by law is 1 teacher to 15 students)	Teachers certified in ESI and/or SPED
All teachers HQ	Elective work provided by home campus
Some of instructional paras working toward teaching degree	Dedicated Social Emotional 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.)...

Funds to allow for a dedicated Social Emotional Counselor is needed



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...

The Davis staff reviewed:
Peims data
STAAR and TELPAS scores
Enrollment in all levels (SPED - AP)
Promotion/retention, dropout, attendance
Class data (grades and student success sheets)
Report Cards

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 grades typically rise when students are here at Davis	Too many drop-outs and repeat placements
Students can meet graduation requirements here	High absence rates has negative effects on student achievement.
Students can catch up on credits (OW)	Teachers need horizontal and vertical planning with others.
Addition of attendance clerk this year	

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.)...

Teachers need horizontal and vertical planning with others from other campuses.



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...

The Davis staff reviewed:

Technology Infrastructure, Networks, Etc.

Technology Hardware and Software

Classroom Technology Needs by Area, Class, Department, Etc.

Professional Development/Teacher Preparation Needs in Technology

Leadership and Administrative Support Structures for Technology Implementation

Resource Allocations

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...
Technology has been more of a focus with new admin	More laptops are needed
Chromebook rollout (still need ELA and math)	Chromebook training
	Financial resources
	Outdated technology present
	Need for interactive tech (we limit hands on activities due to the nature of the program)

Summary of Needs

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

Additional funding for equipment and training of staff and implementation of software and hardware.



Summary of Priority Needs

Demographics...

There is a need to boost curriculum and social services to reduce dropout and increase attendance. Special Ed funding to provide special education instruction to our increasing SPED numbers.

Student Achievement...

Teachers need horizontal and vertical planning with others from other campuses.

School Culture and Climate...

There is a need to increase community involvement for teacher appreciation

Staff Quality, Recruitment and Retention...

Funds to allow for a dedicated Social Emotional Counselor is needed

Curriculum, Instruction, and Assessment...

Funds to allow for more educational leave so that our singletons can observe or collaborate with colleagues from other campuses.

Family and Community Involvement...

Targeted intervention for misbehavior (ie. drugs, alcohol, attendance, anger, etc.)

School Context and Organization...

Instructional aides have typically moved into to teaching roles...which then causes vacancies in the adie position. Not really a need, but wanted to note that there is a need to hire paraprofessionals each year to adequately train them for such an important role that they serve.

Technology...

Additional funding for equipment and training of staff and implementation of software and hardware.

Campus Leadership Team (CLT) - Lester Davis School

CLT Members

Role	Name
Teacher	Ulinda Yeahquo
Teacher	Stacey Archer
Teacher	Anna Braudrick
Teacher	Larry Greaves
Teacher	Randy Spain
Teacher	Ronnie Havens
Teacher	John Holt
Teacher	David Huey
Teacher	David Garza
Teacher	Channelle McKoy
Teacher	Jason Steward
Campus-Based Nonteaching Professional	Bobbie Roberts
Campus-Based Para or Operations Staff Rep	Mitzi Burleson
District-Level Professional	Angela Ricks
Community Rep	TBD
Business Rep	TBD

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

Date	Time	Location
9/17/18	2:45	Davis Workroom
10/29//18	2:45	Davis Workroom
1/14/19	2:45	Davis Workroom
3/4/19	2:45	Davis Workroom
4/15/19	2:45	Davis Workroom
5/20/19	2:45	Davis Workroom

Joe Dale Sparks



Campus Improvement Plan 2018-19

Joe Dale Sparks

Campus Improvement Plan 2018-19

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

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

School Vision

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

School Values

Sparks prides itself on its ability to reach these students at the most vulnerable state and work with them to receive the highest education possible while they are away from their natural class setting.

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are designed to (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education</p>	<p>Curriculum coordinators, teachers, administrator, secretary, Title I, Part D funds, DCJDC staff</p>	<p>TI-\$6,000.00 SCE - \$1,425.00</p>	<p>1,3,4</p>	<p>Lesson plans and curriculum, C2C students transition to after-care and JJAEP before returning to home campus</p>	<p>Improved instruction across content areas and student progress on progress reports and report cards.</p>	
<p>Continue to upgrade and maintain technology in every classroom</p>	<p>Technology department, administrator, teachers, office personnel, Title I, Part D funds if</p>		<p>2,5,7</p>	<p>Staff and student needs assessment</p>	<p>Bright bytes Survey</p>	

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	available					
Provide instructional and clerical support personnel for at-risk students	Teachers , secretary , attendance clerk, At-Risk teacher, Title I, Part D funds, substitutes		2,3	Hiring records, employee attendance records	T-TESS, paraprofessional evaluation instrument	
School personnel involvement in relevant staff development and training.	Principal, DISD curriculum staff, teachers, SpEd director, DCJDC staff, content area organizations, Region XI service center, Title I, Part D funds	TI - \$3,251.00 SCE - \$475.00	1,2,3,4,9	Training certificates, sign-in sheets, Eduphoria Workshop logs	Certification remains current, enhanced classroom instruction, improved student achievement	
Maintain accurate student attendance records	Teachers, attendance clerk, registrar, eSchools			1,2	eSchools attendance records	Accurately completed attendance records
Provide opportunities for students to improve their reading and writing in all content areas, resulting in higher achievement scores on the state English I, II and Algebra I assessments	General education teachers, At-Risk teacher, SpEd teachers, administrator, SpEd			5,8,9	Lesson plans, formative and summative assessment scores	Improved scores on state English I, II and Algebra I assessments

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	aide, Title I, Part D funds					
Identify ESL and bilingual students and provide proper instruction and materials	Teachers, ESL/Bilingual department, registrar, LEP resources, Title I, Part D funds			5,9	Records requested from previous schools	Records received and appropriate instruction provided
Provide remediation for students who have not met satisfactory standards on state assessments and additional credit opportunities for students during summer school. Sparks Campus needs funding from Denton ISD to obtain five OdysseyWare licenses to be used during the school day.	At-Risk teacher, general education teachers, SpEd teachers, registrar, testing coordinator, Title I, Part D funds	SCE - \$4,185.00		5	Students in need of remediation identified, OdysseyWare license funding obtained from district	Students who have completed remediation pass state assessments
Communicate effectively with DCJDC staff, counselors, caseworkers and probation officers to emphasize academic importance and coordinate transition within the facility and JJAEP. Upon completion of the Post-Adjudication Program students transition to after-care and school at the Denton County Juvenile Justice Alternative Educational Placement Center for a period of 45 successful days before returning to their home school and district.	Teachers, principal, registrar, DCJDC staff, JJAEP caseworkers, after-care staff			1,2,9	Communication of court order	Number of individual successful transitions
Maintain certification for Sparks teachers to reflect 4th through 12th grade certification in content areas	Teachers, principal, HR, SBEC, TEA			3	CPE credits, teacher certificates	SBEC documentation of valid certification and CPE credits

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Encourage student achievement through the use of concrete and positive reinforcement including Honor Roll award ceremony for C2C students	Teachers, DCJDC staff, Title I, Part D funds			1,3	Identification of students making honor, perfect attendance and other achievements	Improved assignment and report card grades
Accurately and promptly identify students who are in special programs (SpEd, 504, etc.) and continue services as appropriate on this campus	SpEd teachers, registrar, principal, diagnostician, SpEd clerk, general education teachers, registrar of sending school, TReX, parents, SpEd funds (if available), Title I, Part D funds			2,3	Records requested from sending school district in a timely manner	Records received from sending district, SpEd students enrolled in SpEd and receiving services as determined by ARD committee
Provide instruction, clerical, and administrative support services to Sparks Campus, including highly-qualified teachers and notary services	Teachers, clerical staff, substitutes, At-Risk teacher, and principal salaries	TI - \$125,036.70 SCE - \$733,730.00 FTE - 14.0		3,5	Curriculum implementation, administrative, and clerical support	Improved student achievement, administrative efficiency, and effective student records maintenance.

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Detention teachers will meet monthly to share ideas, review student achievement and discipline concerns, and learn about the unique struggles facing Detention students.(PLC topics to include serious mental health issues, poverty, cultural awareness, etc.)</p>	<p>Detention teachers, At-risk teacher, SPED teacher, Guest speakers, Principal</p>			<p>Detention meeting agendas and minutes</p>	<p>Improved student achievement and behavior.</p>	
<p>Teachers will notify school office of all student absences and reasons for those absences. School secretaries will forward absences to Denton County Juvenile Probation Department.</p>	<p>Detention teachers, Registrar, Attendance clerk</p>			<p>Daily emails, attendance logs</p>	<p>Reduction in numbers of students refusing class</p>	



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Denton ISD Curriculum Documents
 Campus Culture and Climate Survey
 Standards -Based Curriculum Resources and Materials
 Scope and Sequence; Pacing Guides
 Foundation Course Materials
 Technology
 Instructional Design/Delivery; High Yield Strategies
 Lesson Study/Delivery Processes
 Student-Specific/Differentiated Strategies and Processes
 Common Assessments/Reassessments
 Class, School, and Special Program 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...
<ul style="list-style-type: none"> ● Small class sizes ● Close collaboration between teachers in limited time frames ● One on one interaction between teachers and students ● Teacher commitment to student academic and social achievement ● Teacher quality and professionalism ● Effective remediation of of student academic weakness ● Effective use of limited tutoring time 	<ul style="list-style-type: none"> ● Effective, targeted professional development activities based on teacher input ● Additional time during school week for collaboration ● Highly proficient and motivated instructional aides to help with the instruction of English Language Learners and students with disabilities ● Continued positive working relations, cooperation, and communication with facility staff ● Consistent, productive homework time for students ● Availability of tutors during evenings and Saturdays

Summary of Needs

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

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



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

PIEMS Court Detention Records Eschools Special Education

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...
<ol style="list-style-type: none">1. Bilingual personnel2. Multi-certified teachers3. Multiple electives offered4. Summer School5. OdysseyWare	<ol style="list-style-type: none">1. Additional Special Education personnel, either a third teacher or a SpEd specific aide2. Additional hours for Art Department3. More than 15 minutes of after hour tutoring for all students4. More local funds

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.)...

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



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

Strengths...-	Needs -
<ul style="list-style-type: none">· Parent/Guardian involvement through participation in ARD meetings for special education students.· Communication with families through mailing report cards, updated IEPs, parent/guardian copies of ARD paperwork.· Bilingual Court Liaison as part of our Sparks staff to help communicate with parents that speak only Spanish.· Open House once a year for parents of CTC students to meet the teachers and tour the facility.	<ul style="list-style-type: none">· Bilingual Special Educ. Teacher· Seek funds for grant writing professional development· Apply for grants from community partners such as Target, Loews, etc.· Seek additional involvement with community civic organizations (Rotary, Lions’ Club, etc).· Partner with local LULAC chapter to provide mentoring/tutoring to students and serve as role models especially to the Hispanic population (which is typically above 40% of the 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.)...

<p>Bilingual special education teacher added to Sparks staff to facilitate coverage of students and communications with families.</p> <p>Partner with local businesses and industries to seek additional funds for school needs and possible mentorship programming.</p> <p>Encourage teacher involvement with local civic organizations in an effort to make the community aware of the work we do here and the needs of the students.</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...

School Structure
PLC/Staff Meetings
Teacher/Staff Interviews
Master Schedule
Supervision structure

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">* Input into master scheduling* Resources for instruction* Multi-level content area proficiency* Low staff turnover* High level of autonomy for teachers* Regular dissemination of researched-based teaching strategies* Low student to teacher ratio	<ul style="list-style-type: none">* Better structure and clarification of auxiliary duties* Staff development targeted to campus needs* Improved structure for college and career readiness counseling* Equitable decision-making processes* Better framework for county-school communications

Summary of Needs

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

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

Campus Culture and Climate Survey

CLT Community Member Feedback

Surveys

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

Findings/Analysis

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

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

Strengths...	Needs...
Peer Support, Dedicated teachers, Small classes, Freedom to teach creatively	Morale, Scheduling, more staff, communication professional development, logical leadership, cohesiveness of campus, lack of trust, recognition of uniqueness

Summary of Needs

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

<ol style="list-style-type: none">1. Improve morale and cohesiveness of campus- team building—local funds needed2. Scheduling- too many subjects taught in one class—Title 1 funds (or new organization)3. District to recognize the uniqueness of the campus situation—no funds needed4. More input into campus decisions and control over department decisions—no funds needed5. Protected planning periods—this would involve more communication for scheduling—no funds needed6. Less interruptions during class—involves school and county agreements with principal enforcing—no extra funds needed <p>More responsible/logical use of money—involves new guidelines--no extra funds needed</p>
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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...

1. Meaningful and relevant professional development training (ie. staying on campus for district wide trainings, bringing in Detention professionals for trainings, collaboration with other local Detentions, etc)
2. Creating a reading teacher position with possible funding from Title 1 or Comp Ed.
3. Create a dedicated academic advisor position with possible funding from Title 1 or Comp Ed.

4. Prioritize staff morale by facilitating meetings, activities, and trainings that build cohesiveness and collaboration

Findings/Analysis

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

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

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

Summary of Needs

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

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



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary Sparks 17/18 WRAT data Classroom Assessments Report Cards STAAR Results
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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...
<p>Sparks student achievement on STAAR was comparable to state and/or district achievement for students in all test areas, including English, reading, science, math and social studies.</p> <p>According to WRAT scores for Post students 17 of 19 students made significant gains in reading; 19 of 21 students made significant gains in math.</p>	<p>Student ownership of learning and self-accountability for grades and position (grade level) within the educational setting.</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>Training and collaboration on instilling intrinsic motivation in our students In-service for integrating reading and math in all subjects. Study skills curriculum/workshop/program for students to take with them as they transition to other educational settings.</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...

BrightBytes Survey
Campus Network
Email
Technology Hardware & Software
Classroom Laptops (12 units per classroom)
iPad connectivity to interactive projectors
Professional Development (integrating technology)
Updated technology policies and procedures

Google training
Financial resources allocated for updating technology

Findings/Analysis

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

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

Strengths...	Needs...
Use of laptops Use of iPads/tablets Use of interactive projectors Interactive software	Increased technology budget for updating hardware (i.e. laptops/software) Connection for iPad to projectors AirPlay/AirServer Digital microscopes

Summary of Needs

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

Additional training of staff and implementation of software and hardware purchased through Title funds or district funds.



Summary of Priority Needs

Demographics...

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

Student Achievement...

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

School Culture and Climate...

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

6. Less interruptions during class involves school and county agreements with principal enforcing no extra funds needed
7. More responsible/logical use of money involves new guidelines no extra funds needed

Staff Quality, Recruitment and Retention...

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

Curriculum, Instruction, and Assessment...

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

Family and Community Involvement...

1. Bilingual special education teacher added to Sparks staff to facilitate coverage of students and communications with families.
2. Partner with local businesses and industries to seek additional funds for school needs and possible mentorship programming.
3. Encourage teacher involvement with local civic organizations in an effort to make the community aware of the work we do here and the needs of the students.

School Context and Organization...

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

Technology...

1. Additional training of staff and implementation of software and hardware purchased through Title funds or district funds.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Rebecca Brigham -CTC?POST English
Teacher	Brooke Lana - Detention Science
Teacher	Tom Huggins - Detention Social Studies
Teacher	Stephen Stone - Detention Math
Teacher	Pamela Tutt - At Risk & Testing Coordinator
Teacher	
Teacher	
Campus-Based Non-teaching Professional	Anthony Sims - Principal
Campus-Based Para or Operations Staff Rep	Jenneal Vincent - Secretary
District-Level Professional	
Parent Rep	
Parent Rep	
Community Rep	Dr. George Morrison - Retired UNT Professor
Community Rep	Mindi Malcom - Denton County CTC Program
Business Rep	Lori Kloepper - Director Foster GrandParents
Business Rep	Meredith Smith - Modern Woodmen's Company

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

Date	Time	Location
August 23, 2018	3:15 P.M.	J149
September 6, 2018	3:15 P.M.	J149
September 20, 2018	3:15 P.M.	J149
January 10, 2019	3:15 P.M.	J149
February 21, 2019	3:15 P.M.	J149

Braswell High School



Campus Improvement Plan 2018-19

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
- 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

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

School Vision

Our shared purpose is to create Braswell High School graduates who are empowered to fulfill our mission to positively impact our local and global community.

School Values

- We take pride in growing together and in our authentic relationships with each other.
- We take pride in our collective commitment to develop the social, emotional, and academic needs of our children.
- We take pride in celebrating our common successes.
- We take pride in embracing our opportunities for growth through transparent communication.
- We take pride in collaborating to improve learning for students at all Braswell schools.

WIG 1: Establish and facilitate systematic processes for faculty and staff that include professional development opportunities, collaborative data analysis, student intervention development, and research-based instructional strategies that promote the closing of achievement gaps and increased student achievement among all student groups by May 2019.

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

WIG 1: Establish and facilitate systematic processes for faculty and staff that include professional development opportunities, collaborative data analysis, student intervention development, and research-based instructional strategies that promote the closing of achievement gaps and increased student achievement among all student groups by May 2019.

Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				targeted interventions		
Department Heads and Administrators will work to establish vertical alignment practices among elementary, middle school, and high school teachers.	Lead Teachers, Admin	Possible Ed. Lv		Teachers will visit feeder schools and collaborate with colleagues from feeder schools.	Instructional practices are vertically aligned, including vocabulary and technology practices	December February April May
The science department will work to have 91% of all students pass the STAAR exam by June 2019	BHS Science Dept			Establish tutorials for STAAR testers in September for the December administration and February for Spring administration; Lesson plans in classrooms; Instructional Norms reflected in plans; Regular PLCs taking place; Biology teachers will develop and administer a benchmark test to ID students in need of added support.	December STAAR scores; Spring STAAR scores Increased number of passing students per quarter	October November January March Ma
The math department will increase the percentage of students mastering the Algebra EOC exam by June 2019	BHS Math Dept.; Admin			Establish tutorials for STAAR testers in September for the December administration and February for Spring administration; Lesson plans in classrooms; Instructional Norms reflected in plans; Regular PLCs taking place; Math teachers will develop and administer a benchmark test to ID students in need of added support.	December STAAR scores; Spring STAAR scores Increased number of passing students per quarter	October November January March May
The tested subjects will work with MTSS and interventions so that 50% of restesters are successful in December 2018.	All departments; MTSS committee;			Targeted Saturday tutorials for restesters ID all students who have	December test scores	October November December

WIG 1: Establish and facilitate systematic processes for faculty and staff that include professional development opportunities, collaborative data analysis, student intervention development, and research-based instructional strategies that promote the closing of achievement gaps and increased student achievement among all student groups by May 2019.

Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Falola			not passed STAAR test		
The math department will increase the AP test scores by 10% across the subjects by attending AP training and offering better exposure to test-like questions in classes.	Dieterich, Parsons, Delaney			Teachers attended summer AP training, lesson plans reflect additional curriculum. Practice test will reflect increase in performance.	Increase in AP participation and scores in May	October February March May
The English department will work to have 68% in English I and 72% in English II pass the EOC exam by June 2019 by using benchmark assessments to gather data on student progress	BHS English Dept., Testing coordinator, Administration	Grading day for teachers		Establish tutorials for STAAR testers in September for the December administration and February for Spring administration; Lesson plans in classrooms; Instructional Norms reflected in plans; Regular PLCs taking place; English teachers will develop and administer a benchmark test to ID students in need of added support.	December STAAR scores; Spring STAAR scores Increased number of passing students per quarter	October November January March May
The English department will work to increase the number of students attending out of class tutorials	BHS English Dept./MTSS			The department will develop a tutorial plan to communicate with students and parents;	Increased student quarter grades	November February April May
The social studies department will work to have 95% of all students pass the US History STAAR exam by June 2019	Social Studies Dept.			Establish tutorials for STAAR testers in September for the December administration and February for Spring administration; Lesson plans in classrooms; Instructional Norms	December STAAR scores; Spring STAAR scores Increased number of passing students per quarter	October November January March May

WIG 1: Establish and facilitate systematic processes for faculty and staff that include professional development opportunities, collaborative data analysis, student intervention development, and research-based instructional strategies that promote the closing of achievement gaps and increased student achievement among all student groups by May 2019.

Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				reflected in plans; Regular PLCs taking place; Social studies teachers will develop and administer a benchmark test to ID students in need of added support.		
The special education department along with core content areas will develop intensive intervention strategies for sped students taking STAAR in December and in the Spring. (0/5) Closing the Gaps Status	Sped Dept./Testing Coordinator/ MTSS committee			Monthly data dig meetings with department heads, admin and testing coordinator; Strategic tutorials with sped students	English I, II and Algebra I benchmark scores will increase over time, Number of students passing STAAR EOC will increase	October November February March May
We will gather data to determine the impact of student learning in blended learning classes versus traditional classrooms	E. Lowery, J. Garison, Dept. Head, Admin, ITS	2 sections		Two blended learning psychology classes will be offered in the master schedule	Quarterly grades, attendance in class, number of students requesting class in spring	October December March May
100% of all BHS graduates will meet the CCMR criteria by June 2019	Admin, all teachers, Testing Coordinator			Establish baseline percentage data based on last year's data of TEA recognized criteria; Identify students who are lacking any criteria, provide numerous opportunities for students to accomplish CCMR	100% of 2019 BHS graduates will be considered CCMR	October December March May

WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, programs and communication that will build collegiality among all stakeholders by June of 2019.

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

WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, programs and communication that will build collegiality among all stakeholders by June of 2019.

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

WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, programs and communication that will build collegiality among all stakeholders by June of 2019.

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



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
EOY (End of Year) Student Technology Survey- BHS
EOY (End of Year) Staff Technology Survey - BHS
State and District 2015/2016 & 2016/2017 STAAR Scores
BrightBytes Survey
Denton ISD/Braswell HS Culture/Climate Survey

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

Findings/Analysis

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

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

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

Summary of Needs

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

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



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
State and District 2016-2017 STAAR Scores
Denton ISD Culture/Climate Survey
Curriculum Designs for each content area
Braswell Zone PLC notes
Report Card information
Enrollment data (class rosters)
Club rosters

Findings/Analysis

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

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

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

Summary of Needs

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

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



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

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

Summary of Needs

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

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



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

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

Summary of Needs

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

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



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...

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

Findings/Analysis

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

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

Strengths...	Needs...
Student clubs and organizations Opportunities for feedback from stakeholders Vertical alignment of the Braswell Zone Core Values Convocation	We have not had time to fully develop a campus culture

Summary of Needs

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

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



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

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

Summary of Needs

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

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



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State and District 2015/2016 & 2016/2017 STAAR Scores
Marking Period grades and failure lists
Attendance data from eSchool
Braswell Zone PLC notes
Discipline data
AP enrollment data
AP test taking data

Findings/Analysis

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

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

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

Summary of Needs

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

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



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
State and District 2015/2016 & 2016/2017 STAAR Scores
Denton ISD Culture/Climate Survey
Braswell Zone PLC notes
BrightBytes Survey
Middle of the Year (MOY) Staff Technology Survey
End of the Year (EOY) Staff/Student Technology Surveys
Discipline data

Findings/Analysis

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

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

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

Summary of Needs

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

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



Summary of Priority Needs

Demographics...

Student Achievement...

School Culture and Climate...

Staff Quality, Recruitment and Retention...

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

Curriculum, Instruction, and Assessment...

Family and Community Involvement...

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

School Context and Organization...

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

Technology...

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

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Ashley Delaney
Teacher	Sara Zimmerman
Teacher	Melissa Patterson
Teacher	Christina McDaniel
Teacher	Angela Farley
Teacher	Amanda Brewer
Teacher	Angelia Ford
Teacher	John Middleton
Campus-Based Non-teaching Professional	Rebecca Falola
Campus-Based Para or Operations Staff Rep	Amy Williamson/Harrell Hall
District-Level Professional	Sean Roach
Parent Rep	Doug Freeman
Parent Rep	Felicia Mosby
Community Rep	Chris Daigle
Community Rep	Brian Roberson
Business Rep	(Open)
Business Rep	(Open)

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

Date	Time	Location
September 11th	5:00 pm	Braswell High School
October 9th	6:00 pm	Central Services
November 13th	5:00 pm	Braswell High School
December 11th	5:00 pm	Braswell High School
February 12th	5:00 pm	Braswell High School

April 9th

5:00 pm

Braswell High School

Denton Zone



Campus Improvement Plan 2018-19

“Alice Moore Alexander Elementary”



Campus Improvement Plan 2018-19

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

We will foster a safe and caring learning environment that inspires students to realize their full potential.

School Vision

We believe in order to accomplish our mission we will:

- Continuously reflect on our practice
- Commit to ongoing professional learning
- Invest in nurturing the whole child
- Celebrate diversity
- Inspire excellence

School Values

Advancing knowledge

Lifelong learning

Engaging students in learning

eXpectations at a high level

Achieving high standards

Nurturing our students' social & emotional needs

Determination & grit

Equitable learning

Reflective

WIG 1: Reflect on teaching practices that will increase student achievement by 5% in Meets and Masters Category by the end of Spring 2019 in all subject areas. This will be monitored through district Universal Screeners, STAAR, formatives and DRA.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Meet as an Extended PLC bi-weekly to look at formatives to diagnose errors and devise small groups for Tier I reteaching and scaffolding.	K-5 Teachers Admin Coaches		A AHQ IHQ RS AA CNA	Groups, lesson plans, progress monitoring database, reassessment data	ELI/SELI, common assessments, STAAR	
Continue to learn with and from one another as vertical teams through Mega Labs on the implementation of the Units of Study.	K-5 Teachers Admin Coaches	Title \$2,000	A AHQ OPD RS C AA	Collaborative couples,, progress monitoring database	Walk-through forms Teacher reflection Lesson plans	
Celebrate goals and monitor progress in team lead meetings that will be held monthly. Share with entire staff at staff meetings.	Team leads Instructional team admin		A T	Data, agendas	Formative and summative assessments Data	
Continue to meet as teams to plan with coaches.	Teachers coaches		A IHQ	Lesson plans	Lesson plans Walk-through forms	
Conduct walk-throughs to support implementation of Units of Study and best practices.	admin	Title \$2,000	A AHQ IHQ RS C AA	Google forms	walk -through forms	
Elicit support from home by promoting Ready Rosie to our parents.			PI		Ready Rosie program	

WIG 2: Reflect on teaching practices that will increase student reading levels to on level in K-2 to 80% by the end of Spring 2019. This will be monitored through district Universal Screeners, ELI/ESLI, formatives and DRA.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Meet as an Extended PLC bi-weekly to look at formatives to diagnose errors and devise small groups for Tier I reteaching and scaffolding.	K-5 Teachers Admin Coaches		A AHQ IHQ RS AA CNA	Groups, lesson plans, progress monitoring database, reassessment data	ELI/SELI, common assessments, STAAR	
Continue to learn with and from one another as vertical teams through Mega Labs on the implementation of the Units of Study.	K-5 Teachers Admin Coaches	Title \$2,000	A AHQ OPD RS C AA	Collaborative couples,, progress monitoring database	Walk-through forms Teacher reflection Lesson plans	
Celebrate goals and monitor progress in team lead meetings that will be held monthly. Share with entire staff at staff meetings.	Team leads Instructional team admin		A T	Data, agendas	Formative and summative assessments Data	
Continue to meet as teams to plan with coaches.	Teachers coaches		A IHQ	Lesson plans	Lesson plans Walk-through forms	
Conduct walk-throughs to support implementation of Units of Study and best practices.	admin	Title \$2000	A AHQ IHQ RS C AA	Google forms	walk -through forms	
Elicit support from home by promoting Ready Rosie to our parents.			PI		Ready Rosie program	



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...

Formative assessments
Exit tickets
Common assessments
WOW/PLCS days
Istations
TTM

Journals
 DRA
 Benchmarks
 STAAR Sims/Interim STAAR data
 Mega Labs

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...
Intervention is going well in 3rd-5th grade Tier 3 students are getting intervention All reading and math teachers plan together to strong instruction in each classroom. Tool Time: “Just in time learning” Pacing Guides Math Mega Labs Reading Mega Labs	Can Dos-develop a system to track student progress after each CAN-DO & to make sure they are differentiated for all learners Refine our progress monitoring system Refine kinder-2nd intervention

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.)...

Committee discussed to more evenly disperse classes and add more support for classes that have a higher number of inclusion students. Committee agreed to closely monitor students academic needs who are in special programs and are pulled out during instructional areas (reading, math, science, etc.) Committee agreed to look at intervention schedule and adjust so that students needing math and reading intervention can receive both interventions. Based on data, kindergarten through 2nd grade would like to have more intervention support to meet the needs of students who are struggling

academically. Continue planning and preparing for Mega Lab opportunities for all grade levels in reading and math.



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...

TELPAS
STAAR
Data for students in special programs: dyslexia, sped

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>Targeted support for students who did not meet standards on STAAR</p> <p>Targeted support for students who did not meet district criteria on ELI/SELI</p> <p>Early identification of students who need additional support</p>	<p>Increased reading STAAR scores in all grade levels</p> <p>Increased STAAR scores special education</p> <p>TELPAS training in Fall 2018</p> <p>Monitor writing TELPAS at beginning of the year</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.)...

Continue to monitor TELPAS to improve scores so that students will be more likely to meet EXIT requirements. We will provide opportunities for students to develop their oral language skills through more opportunities to turn and talk in the classroom as well as expose students to vocabulary through read alouds/shared readings in the classroom. By doing this our goal is to increase TELPAS scores in all grade levels. Special education teachers will work towards more targeted, focused IEP goals that will ensure students academic and behavioral needs are being met.



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...

Sign in sheets for family nights, meet the teacher, curriculum nights
Parent surveys and feedback
PTA Meetings
Community Engagement Surveys
Parent & Community Volunteers

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...

<p>Strengths...</p> <p>Curriculum nights are well attended with positive feedback from parents</p> <p>Communication with parents: newsletters, ClassDojo, Facebook, Twitter, Remind 101, email, personal phone calls, face to face meetings</p> <p>Mentor Program: Community Members, Sororities, Fraternities</p> <p>Ryan High School Spanish Honor Society students come to read with our kindergarten-2nd grade bilingual students</p>	<p>Needs -</p> <p>Recruit more parental involvement</p> <p>Recruit more PTA members</p> <p>Recruit more Watch Dogs</p> <p>Recruit more community volunteers</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.)...

Our goal is to provide parents with opportunities to learn alongside their children by hosting curriculum nights. Our curriculum nights are always well attended and supported by our staff, students, and parents. As the need for technology increases, we want to host a technology night for parents so we can teach them how to access the necessary websites that will help students with instruction in math, science, and reading. We will be hosting our first family STEM night this school as we want to ensure students become creative problem solvers. A campus priority is to make sure parents are communicated with frequently as we believe education is a partnership. At our parent meetings, we teach our parents how to use and how to set up apps that teachers will use to communicate students success through digital portfolios.



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
PLC Schedule
WOW Day Schedule
DMTSS
Teams Meetings
Program Support Services: Chess Club, Robotics, Choir, Student Leadership Team, GOAL, ACE, Broadcast Team
Student Support Services: Counseling, Dyslexia, EXPO

Findings/Analysis

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

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

Strengths...	Needs...
Tier Time Schedule WOW Planning Days Teacher Collaboration with Reading and Math Coach Vertical Team Planning	Additional support for students in Tier 3 Additional support for new teachers and building their instructional capacity

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 improve our instructional systems to meet students needs that will impact student performance. Provide new and existing teachers with professional development opportunities on campus and at the district that will enhance their teaching practices in the classroom.



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...

Interviews
student & staff engagement survey
Parent Conference Meetings
Teacher Surveys
Walkthroughs that provide feedback 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...
Marvelous May Calendar Monthly Food Trucks Be the Voice Slips-Teachers write compliments to students and they are read over the announcements. Staff Celebration Awards Sunshine Committee	Adopters from the community Additional parent volunteers to help teachers in classroom with folders, parties, etc

Summary of Needs

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

Our campus takes pride in highlighting the work of our students and we make it a priority to recognize students throughout the school year. Along with recognizing our students, we want to celebrate our dedicated teachers with awards presented to them by their colleagues at our staff meetings and honor their strengths as they work to meet the needs of our students each and every day. As a campus, we want to improve our systems (behavioral, academic) within the building which includes data from our classroom walkthroughs in regards to classroom management.



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...

Special Programs TTESS Walkthroughs that provide feedback to teachers Professional Development data & attendance records

Findings/Analysis

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

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

Strengths...	Needs...
Mentors for new teachers PD on and off campus-tool time, staff meetings, Lucy Calkins, math workshop Coaching Cycle-Math and Reading Coaches	Differentiated PD for experienced teachers Specific PD for new teacher-campus level & district level

Summary of Needs

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

Continue to provide immediate feedback to teachers through the use of walkthrough forms, TTESS observations and coaching conversations. Encourage teachers to invite our math and reading coach into to their classrooms to help support instruction and participate in a coaching cycle based on the needs of the teacher. Provide opportunities for teachers to meet with our reading and math coaches to enhance their understanding of the reading and math workshop. Ensure that our new teachers are attending PD that will help with their understanding of the structures and frameworks for our instructional practices. Ensure that our new to teachers are equipped with the tools they need to meet the expectations of their job as well as the needs of our 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...

STAAR
ELI/SELI
Kathy Richardson
TELPAS
Common Assessments, Exit Tickets, Formatives
Benchmarks

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 student mentor program Formative Fridays Learning Targets Planning with Math & Reading Coach Guest readers	Planning for intervention based student needs-targeted, specific Smaller intervention groups-Tier 3 students Increased rigor across all content areas Increase in students reading on grade level by 3rd grade Gap filling for all 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.)...

Continue to meet student needs through intentional, targeted intervention schedules and lesson plans. Provide professional development specifically in the content areas that will improve Tier 1 instruction. Continue to utilize a lesson plan structure that incorporates rigorous questioning to support student comprehension in all academic areas. Our campus will continue to use reading and math workshop to meet students needs that will allow differentiation for all students. Continue to provide PD opportunities for teachers to increase their knowledge of Lucy Calkins reading and writing. Provide teachers opportunities to observe their peers who exhibit strengths in specific content areas.



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 sign in sheets District technology sign in sheets
--

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...
Istation Imagine Math StemScopes Campus technology trainings Technology Tidbits: Class Dojo, Plickers, Kahoots, Seesaw, Google Docs	Continued technology trainings for teachers Continued technology trainings for parents

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.)...

Support teachers in their use of technology in the classroom through professional development opportunities that will allow them to feel confident while using a variety of technology skills in the classroom. Continue to offer opportunities to develop skills by providing additional training for teachers, parents, and students that will significantly impact the use of technology at home and at school.



Summary of Priority Needs

Demographics...

Continue to monitor TELPAS to improve scores so that students will be more likely to meet EXIT requirements. We will provide opportunities for students to develop their oral language skills through more opportunities to turn and talk in the classroom as well as expose students to vocabulary through read alouds/shared readings in the classroom. By doing this our goal is to increase TELPAS scores in all grade levels. Special education teachers will work towards more targeted, focused IEP goals that will ensure students academic and behavioral needs are being met.

Student Achievement...

Continue to meet student needs through intentional, targeted intervention schedules and lesson plans. Provide professional development specifically in the content areas that will improve Tier 1 instruction. Continue to utilize a lesson plan structure that incorporates rigorous questioning to support student comprehension in all academic areas. Our campus will continue to use reading and math workshop to meet students needs that will allow differentiation for all students. Continue to provide PD opportunities for teachers to increase their knowledge of Lucy Calkins reading and writing. Provide teachers opportunities to observe their peers who exhibit strengths in specific content areas.

School Culture and Climate...

Our campus takes pride in highlighting the work of our students and we make it a priority to recognize students throughout the school year. Along with recognizing our students, we want to celebrate our dedicated teachers with awards presented to them by their colleagues at our staff meetings and honor their strengths as they work to meet the needs of our students each and every day. As a campus, we want to improve our systems (behavioral, academic) within the building which includes data from our classroom walkthroughs in regards to classroom management.

Staff Quality, Recruitment and Retention...

Continue to provide immediate feedback to teachers through the use of walkthrough forms, TTESS observations and coaching conversations. Encourage teachers to invite our math and reading coach

into to their classrooms to help support instruction and participate in a coaching cycle based on the needs of the teacher. Provide opportunities for teachers to meet with our reading and math coaches to enhance their understanding of the reading and math workshop. Ensure that our new teachers are attending PD that will help with their understanding of the structures and frameworks for our instructional practices. Ensure that our new to teachers are equipped with the tools they need to meet the expectations of their job as well as the needs of our students.

Curriculum, Instruction, and Assessment...

Committee discussed to more evenly disperse classes and add more support for classes that have a higher number of inclusion students. Committee agreed to closely monitor students academic needs who are in special programs and are pulled out during instructional areas (reading, math, science, etc.) Committee agreed to look at intervention schedule and adjust so that students needing math and reading intervention can receive both interventions. Based on data, kindergarten through 2nd grade would like to have more intervention support to meet the needs of students who are struggling academically. Continue planning and preparing for Mega Lab opportunities for all grade levels in reading and math.

Family and Community Involvement...

Our goal is to provide parents with opportunities to learn alongside their children by hosting curriculum nights. Our curriculum nights are always well attended and supported by our staff, students, and parents. As the need for technology increases, we want to host a technology night for parents so we can teach them how to access the necessary websites that will help students with instruction in math, science, and reading. We will be hosting our first family STEM night this school as we want to ensure students become creative problem solvers. A campus priority is to make sure parents are communicated with frequently as we believe education is a partnership. At our parent meetings, we teach our parents how to use and how to set up apps that teachers will use to communicate students success through digital portfolios.

School Context and Organization...

Continue to improve our instructional systems to meet students needs that will impact student performance. Provide new and existing teachers with professional development opportunities on campus and at the district that will enhance their teaching practices in the classroom.

Technology...

Support teachers in their use of technology in the classroom through professional development opportunities that will allow them to feel confident while using a variety of technology skills in the classroom. Continue to offer opportunities to develop skills by providing additional training for teachers, parents, and students that will significantly impact the use of technology at home and at school.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Mayra Rodriguez
Teacher	Grania Sanger
Teacher	Sarah Betty
Teacher	Ana Haro-Bartlett
Teacher	Maria Melendres
Teacher	Adan Perez
Teacher	Lisa Carter
Campus-Based Nonteaching Professional	Karsten Hatcher, Jennifer Ryan, Erin Stan, Lilyan P. Carrillo, Fallon Jones, Tiffany Gonzalez, Lorena Salas
Campus-Based Para or Operations Staff Rep	Georgina Chavez
District-Level Professional	
Parent Rep	Matilde Nunez
Parent Rep	Linda Godoy
Community Rep	Richard Godoy
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
August 13, 2018	1:00 pm	Science Lab
October 8, 2018	3:00 pm	Science Lab
December 3, 2018	3:00 pm	Science Lab
February 4, 2019	3:00 pm	Science Lab
April 8, 2019	3:00 pm	Science Lab
May 13, 2019	8:00 am-3:00 pm	Science Lab

Borman Elementary School



Campus Improvement Plan 2018-19

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

Borman Elementary is committed to empowering each learner to achieve their fullest potential.

School Vision

In order to accomplish our mission as a staff, we envision a school in which staff:

- Are open and flexible in our thinking.
- Commit to professional learning in an on-going way.
- Constantly evaluate our practice to assess positive learning outcomes.
- Create and foster opportunities for our students, parents, and community to connect with one another in meaningful ways.
- Support students' leadership development at every opportunity.
- Partner with parents in decision-making and implementation.
- Listen to feedback from all members of our learning community.

School Values

Commitments:

In order to accomplish our mission and vision as a staff, we commit to:

- * Celebrate our students' learning successes.
- * Provide a school environment that focuses on learning.
- * Model, mentor, teach, and support one another in our professional development.
- * Engage in a positive way.
- * Engage in professional, open, and honest communication that is built on a foundation of trust.
- * Implement a system of intervention and enhancement that will promote student success.

WIG 1: In the 2018-2019 school year Borman will increase the amount of opportunities for the academic advancement of our students in literacy through intervention, enhancement, parent involvement, and teacher development so that at least 80% of all students are reading on grade level.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Targeted literacy instruction will be provided to all students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student	Admins Read Int RR and DLL teacher EXPO	FTEs: 0.5 FTEs: 0.5	1 3 4 8 10	Bi-weekly progress review with schedule discussion based on data review	<ul style="list-style-type: none"> ● Lesson plans, coaching schedules, PLCs, MTSS, common assessments, STAAR results ● Student improvement in their academic performance 	September; January; May
Math Intervention Specialist, 3rd - 5th Grade	Math Int	FTEs: 1	1 3 4 8 10	Bi-weekly progress review with schedule discussion based on data review	Standards based assessment data; STAAR data	September; January; May
Professional Learning Community Meetings for Classroom Teachers held weekly; PLC Operation of all school wide systems	Teachers; Admins; Instruct Support Staff	Ti: \$10,000	1 2 4 5 8 9 10	PLC Agendas; Common Assessment Data	Standards based assessment data; STAAR data; ELI; Kathy Richardson; Standards Based Report Card Assessments	September; February; June
DMTSS Meetings, held every third week during PLC Meeting	Admins; Teachers; Instruct Support Staff	Ti: \$1000	1 2 4 5 8 9 10	DMTSS Meeting Notes in eStar; Data collection through teacher/team generated process	Standards based assessment data; STAAR data; ELI; Kathy Richardson; Standards Based Report Card Assessments	September; February; June
Participation of Kindergarten, 1st grade teachers in Denton Zone Literacy Cadre professional development	K-1 teachers Read Rec; DLL	Ti: \$5000	1 2 4 5 8 9 10	Lucy Calkins materials; attendance at all PD sessions; follow up meetings and classroom observations	Standards based assessment data; STAAR data; ELI; Kathy Richardson; Standards Based Report Card Assessments	August; March; June
Lucy Calkins Reading & Writing Project focus Kindergarten through 5th Grade School Wide implementation	K -5th grade Admins; Instruct Specialists	Ti: \$25,000	1 2 4 5 8 9 10	Implement PLC work to further instructional efficacy of the program	Standards based assessment data; STAAR data; ELI; Kathy Richardson; Standards Based Report Card Assessment	August; March; June
Implement the use of Istation and Imagine Math for intervention and enhancement	Teachers Read Int	FTEs: 0.5 Ti: \$4000	1 2 8 9 10	DMTSS Meeting Notes in eStar; Data collection	<ul style="list-style-type: none"> ● Use of computer labs and Chromebooks. 	September; March; June

WIG 1: In the 2018-2019 school year Borman will increase the amount of opportunities for the academic advancement of our students in literacy through intervention, enhancement, parent involvement, and teacher development so that at least 80% of all students are reading on grade level.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Math Int			through teacher/team generated process	<ul style="list-style-type: none"> ● Isation and Imagine Math monthly reports, student data folders ● Student improvement in their academic performance ● Istation and Imagine Math reports 	
School wide implementation of Assessment for Learning (AFL) - Strategy 2: Strong and Weak Examples	Admin AFL Team Teachers Support Staff	Ti: \$1000 FTEs: 0.5	1 2 3 4 8 9 10	Implement PLC work to further instructional efficacy of the program	<ul style="list-style-type: none"> ● FL team assisting to the summer AFL conference. ● Teachers assisting to staff development. ● Teachers' AFL training ● Walkthroughs ● Sign in sheets 	September; March; June
Teachers will receive support through IB to learn questioning techniques	Admin IB Coor Teachers Support Staff	Ti: 200	1 2 3 4 5 10	IB Planning Sessions; Self study through IB programme	<ul style="list-style-type: none"> ● Lesson plans, IB unit planners, extended planning ● Teachers improve questioning techniques ● Walkthroughs 	September; March; June
Bilingual education will be provided for bilingual students with a focus on building academic language in both English and Spanish	Admin Instr Coach Bil Int Teachers	Ti: \$300	1 2 3 4 5 10	<ul style="list-style-type: none"> ● Lesson plans, 50/50 model implementation, language of the day, benchmarks, common assessments, ELI/SELI 	<ul style="list-style-type: none"> ● Student engagement and one year growth for LEP students ● TELPAS reports 	September; March; June
Math Consultant will work with 3rd, 4th and 5th grade teachers with lesson planning and providing feedback, with special emphasis on Number Corner implementation	Math Consultan t Teachers Math Int	Ti: \$ 12,000	1 2 3 4 5 7 9 10	<ul style="list-style-type: none"> ● Lesson plans, benchmarks, common assessments 	<ul style="list-style-type: none"> ● Student engagement and growth in math 	September; March; June
Design a system to increase student attendance rate	Admin Teachers	Ti \$600	1 2 3 7 8 9	<ul style="list-style-type: none"> ● % of attendance rate will increase 	<ul style="list-style-type: none"> ● Students will be present to receive academic 	

WIG 1: In the 2018-2019 school year Borman will increase the amount of opportunities for the academic advancement of our students in literacy through intervention, enhancement, parent involvement, and teacher development so that at least 80% of all students are reading on grade level.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Secretary Recept Att. Com.		10		instruction	



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...

Met with each team of teachers to determine current understanding and set goals for Curriculum Development for 2018-19. Inventoried current resources to determine what materials are needed for each grade level.

Findings/Analysis

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

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

Strengths...	Needs...
Foundation work in Writers Workshop has been done with PreK - 5th grade. Establishment of procedures and team inner workings during Professional Learning Communities.	Materials: Lucy Calkins Reading Kits (3-5) Classroom Libraries Number Corner Handwriting without Tears Professional Development and Training for all of the above resources.

Summary of Needs

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

Title 1 Funds needed to purchase the following materials: Lucy Calkins Reading Kits (3-5) Classroom Libraries Number Corner Handwriting without Tears Professional Development and Training for all of the above resources.
--



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...

Borman serves just over 400 students, PreK - 5th grade. We serve a varied population of student families across a large geographic area of central Denton. 79% of our students qualify to receive Free or Reduced Meals; Student 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...
Diversity of students, families, and staff	Connection with families based on genuine partnership

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.)...

Parent Involvement Action Plan development in partnership with PTA



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...

Borman serves just over 400 students, PreK - 5th grade. We serve a varied population of student families across a large geographic area of central Denton. 79% of our students qualify to receive Free or Reduced Meals; Student 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 -
Small, but mighty group of committed PTA volunteers Diversity of students, families, and staff Robson Ranch Mentor Program Communities In Schools	Broader and more in-depth program for Family Connection

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.)...

Family Connection Development Plan beginning with survey, then leading to action
--



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...

Borman Master Schedule; Staff Roster; CLT Membership; Borman Roster; T-TESS; Duty Schedule; Map; Borman Staff Newsletter

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...
- History of strong campus staff commitment and dedication	- Removal of existing barriers to active staff engagement - Need to provide structure for active Staff Involvement in campus decision making

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.)...

- Removal of existing barriers to active staff engagement - Need to provide structure for active Staff Involvement in campus decision making



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...

Survey data from 2016 and 2017; anecdotal information from staff and community members

Findings/Analysis

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

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

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

Strengths...	Needs...
- The last two years have provided leadership focused on positive change	- Re-establishment of vision toward student learning, connection with families and one another, and service to our community

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.)...

Re-establishment of vision toward student learning, connection with families and one another, and service to our community



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff Roster; Hiring Data; attrition rate of 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">- 100% ESL certification- High level of dedication among staff	<ul style="list-style-type: none">- Must address the high rate of attrition among staff members

Summary of Needs

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

<ul style="list-style-type: none">- Must address the high rate of attrition among staff members



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 K-2nd; Kathy Richardson K-2nd; STAAR assessment data Reading, Math, Writing, Science 3-5; EXPO testing data; TELPAS 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"> - Identifying students' needs Differentiation to meet students' needs Science Achievement 	<ul style="list-style-type: none"> - Continue to focus on Writing school wide. Continue to focus on Reading school wide. Continue to focus on Science school wide.

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.)...

Through the use of best practices, our school as a whole will focus more attention on developing writing and reading fluency, making sure to incorporate writing in all subject areas and integrating science concepts into language arts. Identify students not responding to interventions and reassess their needs.

A specific focus will be on students who are already achieving, who need to be pushed and challenged. We will commit to professional study on best practices to maintain student engagement and learning with high achieving students.



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...

Survey data; hardware and software systems; teacher training and leadership in Tech efforts

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...
Several teacher leaders in Tech innovation Student use of equipment and applications	Computers are being replaced Increase use of Collaborative Lab space and partnership with Librarian/Media Specialist with 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.)...

Computers are being replaced Increase use of Collaborative Lab space and partnership between Librarian/Media Specialist with teachers
--



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	Araceli Soderstrom
Teacher	Mary Chancellor
Teacher	Andi Hawkins
Teacher	Bekki Roberts
Teacher	Jenice Murray
Teacher	Flor Jimenez
Teacher	Chris Shapley
Campus-Based Non-teaching Professional	Heather Thornburg
Campus-Based Para or Operations Staff Rep	Patty Marquez
District-Level Professional	Brenda Bustamante
Parent Rep	Cynthia Eagle
Parent Rep/Community Rep/CIS	Alison Hosack
Community Rep	Karina Zumalacarregui
Business Rep (Farmers Insurance)	Linda Overlander
Business Rep (Candy Haven)	Jane Boyle
Administrative Team	Emily McLarty and Jesus Lujan

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

Date	Time	Location
September 24, 2018	3:30 p.m. - 4:15 p.m.	Borman Learning Commons
November 12, 2018	3:30 p.m. - 4:15 p.m.	Borman Learning Commons
January 21, 2019	3:30 p.m. - 4:15 p.m.	Borman Learning Commons
February 25, 2019	3:30 p.m. - 4:15 p.m.	Borman Learning Commons
April 22, 2019	3:30 p.m. - 4:15 p.m.	Borman Learning Commons

Evers Park Elementary



Campus Improvement Plan 2018-19

Evers Park Elementary

Campus Improvement Plan 2018-19

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

EVERS PARK ELEMENTARY EMPOWERING A COMMUNITY OF ENGAGED AND INSPIRED LEARNERS.

School Vision

Unites to achieve a common purpose and clear goals Works collaboratively to ensure student success Engages in ongoing professional conversation Shows a personal commitment to student achievement Celebrates our student and staff successes

School Values

We will mentor and support each other in our professional learning
We will have a positive attitude and have fun
We will base decisions on student needs
We will engage in student—focused communication that is open, honest, and respectful
We will promote our children, staff, and school throughout the community

WIG 1: Evers Park Elementary will improve our universal best practices in literacy through the use of high-quality, research-based instructional practices as evidenced by:

- 85% or more of students (K-3) will be reading on grade level by the end of the year (ELI, SELI, Fountas & Pinnell)
- Increase the percentage of students making Expected and Accelerated growth in Reading based by 10% in 2019 (data pulled from STAAR progress report in elementary)
- Increase the percentage of students at Meets and Masters Grade Level Standard on Reading STAAR by 10 % in all students and all subgroups (data pulled from Stoplight Elementary Report)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>LEAD 1 Develop and maintain a culture where learning remains our first priority.</p> <ul style="list-style-type: none"> ● District provided PLC days embedded in school calendar ● Campus PLC calendar with extended PLC days incorporated to allow opportunity for extended time ● All staff will attend PLC training (Solution Tree PLC Training) ● Teachers will maintain strong agendas/minutes in their PLC folder (drive) ● PLC that Works Training – Solution Tree ● Learning by Doing Book Study (513.40) ● K Writing Cadre ● 1st Grade Mega Labs ● Weekly Mini-Labs ● AFL Cohort 5 ● Texas Lesson Study <p>RESOURCES:</p>	<p>Classroom teachers Administrators Special Education Teachers Specialists Interventionist</p> <p>Resources: Payroll Subs for PLC Publications Supplies</p>	<p>TI: Substitutes \$10,000 Publications \$2,000 Learning By Doing: 513.40 Solution Tree: PLC s at Work \$9950</p>	<p>1 2 3 4 5 8 9</p>	<p>PLC Strong Agendas/Minutes Team Notes Walkthrough data</p>	<p>Instructional Practices Students Outcomes</p>	<p>August 9, 14: Progressing September 18: Progressing</p>

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- Increase the percentage of students at Meets and Masters Grade Level Standard on Reading STAAR by 10 % in all students and all subgroups (data pulled from Spotlight Elementary Report)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Substitutes for PLC PLC Toolkit Material for Teachers						
LEAD 2 Allocate appropriate resources that support a campus culture of learning. <ul style="list-style-type: none"> ● Imagine Math, Reflex Math, iStation 	All staff	Lucy Calkins Material:				
LEAD 3 Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery teachers through collaborative work. <ul style="list-style-type: none"> ● Planning meetings ● Working with students ● Modeling lessons ● PLC Work ● Campus Committee Meetings ● Teacher training ● MTSS Strategies for struggling students 	Math Specialist Math Coach Reading Specialist Reading Interventionist Reading Recovery	SCE: \$90,000 FTEs: 1.5 TI: \$74,980.00 FTEs: Coaching Training (\$)	2 3 9	PLC Classroom Observations Agendas Schedules Lesson Plans	Student Outcomes	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Resources:						
<p>LEAD 4 Refine Readers and Writers Workshop Model</p> <ul style="list-style-type: none"> ● Implementation of Lucy Calkins Reading and Writing Units of Study Reading and Writing K-1, 3-4 Reading and Writing 5th Reading 2nd Pre-Implementation Year ● Weekly Mini-Labs ● Lucy Collaboration Days ● Utilize PLDS within the Writing process for our ELL students to ensure language development. ● Application to Reading and Writing Institutes (Teacher College)/Homegrown <p>Resources:</p>	Classroom teachers Specialists Interventionist	TI:	1 2 4 8 9	Lesson Plans Walkthroughs PLC Artifacts	Student Products PLC Work Rubric Writing Folders TELPAS	September 18: Progressing
LEAD 5 Refine the DMTSS Process	Teachers Teacher	Technology Chromeboo	2 3	Lesson Plans Walk Throughs	MTSS Meetings PLC	September: Progressing

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<ul style="list-style-type: none"> ● Utilize the DMTSS district documents and protocols ● Maintain intervention data trackers ● Run eStar DMTSS reports each 9-weeks (responsibility of administrators) ● INTERVENTION BLOCKS built into master schedule ● Intervention Groups (includes Gap filling, NOW intervention, and enrichment) ● Utilize the CLAMP team 		ks (6200.00) Lakeshore	9 10	Aware Data Schedules Estar Reports DMTSS Meeting notes Intervention Tracker		February 19: Progressing
<p>LEAD 6 Assessment for Learning (AFL)</p> <ul style="list-style-type: none"> ● Participate in Cohort 5 work with other campuses ● Assessment team will meet second Thursday of each month to plan PD. ● Assessment team will present new learning to staff the fourth Thursday of each month. 						

WIG 1: Evers Park Elementary will improve our universal best practices in literacy through the use of high-quality, research-based instructional practices as evidenced by:

- 85% or more of students (K-3) will be reading on grade level by the end of the year (ELI, SELI, Fountas & Pinnell)
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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring

WIG 2: Evers Park Elementary will improve its overall engagement of all stakeholders as evidenced by:

- Increase the overall Engagement Level from the 2017-2018 Employee Engagement Survey 79% (52.14 of 66 staff are engaged or highly engaged)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>LEAD 1 Honor the dedication and professionalism of all staff by:</p> <ul style="list-style-type: none"> ● Teacher of the Week Box - box placed outside of the TOW classroom where students and teachers honor teacher with notes. ● TOW is named on announcement <p>RESOURCES: Box List of teachers</p>	All staff Students			Box placed outside classroom door Rotation Schedule	Teacher feels appreciated and honored	
<p>LEAD 2 Effectively communicate achievements and recognitions to the Denton ISD community through our use of internal and external communication.</p> <ul style="list-style-type: none"> ● Twitter Feed <p>Each grade level/team will have a Twitter account using the following</p> <ol style="list-style-type: none"> 1. twitter handles: @everskinder, @evers1st, @evers2nd, @evers3rd, @evers4th, @evers5th, @eversSped, @eversSpecialists, @eversSpecialAreas 	All Staff			Twitter Accounts Twitter Feed	Twitter Feed Twitter Retweets	

WIG 2: Evers Park Elementary will improve its overall engagement of all stakeholders as evidenced by:

- Increase the overall Engagement Level from the 2017-2018 Employee Engagement Survey 79% (52.14 of 66 staff are engaged or highly engaged)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>2. Tweet a minimum of three times per week (per team)</p> <p>3. Each tweet with include the following hashtags and handles: @eversparkelem @Tuckerlct #DentonISDDelivers #wearethechangeweseek</p> <ul style="list-style-type: none"> ● Face Book Page and Principal Corner Smore Newsletter used to highlight celebrations as well as a communication tool 	Administrators			FaceBook Posts Newsletters	Likes Comments	
<p>LEAD 3 Foster a positive, welcoming environment encouraging parent and community partnerships through parent outreach advocacy.</p> <ul style="list-style-type: none"> ● School-wide events ● Positively engaging parents when they are in the building. Responsibility of every staff member to greet any adult who is not a staff member in a 	All staff			School Calendar of Events Parent Climate and Culture Survey	Sign In Sheets Parent Climate and Culture	

WIG 2: Evers Park Elementary will improve its overall engagement of all stakeholders as evidenced by:

- Increase the overall Engagement Level from the 2017-2018 Employee Engagement Survey 79% (52.14 of 66 staff are engaged or highly engaged)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
positive way and see if they need help.						



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...

Running Records/Reading Levels
Zone Assessments
Exit Tickets
DRA
RC Assessments
ELI

SELI
Teacher Observations
STAAR Sims

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>Same tools across the campus are being used to drive instruction and make decisions for intervention. Intervention is focus Consistent growth in reading across all grade levels. Campus has been provided all tools to improve student progress in reading.</p>	<p>Interpretation of Running Records Consistently using the tools and interpreting them in the same way (common assessment) Quality of materials between languages doesn't always match same level of rigor LA Block is not protected, some students are pulled from class for speech and EXPO Not everyone is "on board" for making the READING a campus-wide focus across all grade levels and content</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.)...

Overall, the campus teachers are aware of what kind of tools are best practices to use as a campus. However, interpretation of results or implementation of assessments fairly with common language and expectations is a concern.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Attendance
special programs participation
ethnicity
Texas Academic Performance 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...
<p>stronger in math and science STAAR scores vs. reading and writing STAAR scores for the last 3 years-2015, 2016, and 2017</p> <p>2015-2016 was a math focus year and the math STAAR scores reflect that 2015-2016 we came up drastically in every sub population except in 2 or more races group</p> <p>science STAAR scores have increased every year in all sub population except ELL's</p> <p>attendance has not dropped lower than 95% in every sub population</p> <p>we have grown in our bilingual students every school year since 2014-2015</p> <p>we have identified 2.4% more special education students since 2014-2015</p>	<p>writing hasn't been a focus and STAAR scores from 2015, 2016, and 2017 reflect that</p> <p>only sub population that have gone up in writing STAAR scores in the last 3 years is the hispanic and ELL population</p> <p>need to focus on reading and writing in every sub population</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.)...

Writing and reading need to be a focus on our campus in K-5 in every sub population. Hispanic and ELLs are the only sub population that has increased with scores since 2014-2015.



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...

Curriculum Nights - Math, Reading, and Science
Grandparents Day & Pastries with Parents
Career Day
Choir & Orchestra Programs and Public Performances
Art Programs and Public Exhibitions
Field Day & Track Meet
PTA
Community Leadership Team
Volunteer Program
CIS
K-Kids
School Carnival

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>Increased parent involvement through PTA Community involvement through CLT, Robson Ranch Volunteers & Kiwanis Relationship with Foster Grandparents Program Partnerships with TWU and UNT Strong attendance at curriculum nights</p>	<p>Partnering PTA with curriculum and program nights to improve PTA and curriculum night attendance Adding new elements to Robson Mentor program in order to increase participation Creating new opportunities for volunteer involvement - Watch DOGS program, gardening programs Placing more Foster Grandparents in positions More support from Adopt-A-School Robson Ranch volunteers need assistance with the volunteer background check. It is a real obstacle for many of them. Make the volunteer background check in English and Spanish on same application so that it is more accessible</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 need continued support of existing programs so that we are able to attract new parent and community volunteers.

We need closer cooperation between PTA and administrators/staff so that we can meet our goals.

More support is needed from community adopters.

More accessibility to the background check process for Spanish speakers and those that aren't technologically savvy is needed.



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...

Parent Survey Teacher 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>- Teacher feel they do have a voice in the PLC, CLT, committees, and through team leads Parents and staff feel that PTA is a committee that allows them to be a part of decision making and solving problems.</p> <p>80% of the Evers Park community views Evers in a positive light</p> <p>60% of the community says that there is a committee to be a part of solutions to identify problems</p>	<p>- 58% of teachers feel that they have no voice in decision making. 20% of the Evers Park community views Evers in a negative light More open communication & approachability from administration Consistency and information discussed in staff committee meetings should be shared regularly</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.)...

In summary Evers has grown in this area, but there is still a need to build a more positive environment where all voices can be heard and respected.



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...

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...
-	-

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.)...

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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...

staff/parent survey absence 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...
<p>New staff members feel supported by their team and team leader.</p> <p>Current things that are in place that allow us to grow in our positions are PLC time; district level trainings; and collaboration with team, specialists and coaches.</p> <p>Based on the data collected, on average staff members do not exceed the number of days allotted per year.</p>	<p>New staff members need to be assigned a mentor teacher to guide throughout the year.</p> <p>Data collected indicates a need for campus level professional development that allows us to grow in our positions.</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>In summary, staff quality, recruitment and retention needs a mentor program for new staff members as well as more campus based staff development opportunities.</p>
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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...

2017 3rd-5th grade STAAR
ELI/SELI 2016/2017 and 2017/2018
2018 5th grade STAAR
Imagine Math Benchmarks BOY-EOY
Kathy Richardson 2016/2017 and 2017/2018
Anecdotal notes from PLC 2017/2018
IStation Benchmarks BOY-EOY

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>- In both core content areas, all subpopulations that we watch (economically disadvantaged, Hispanic, LEP, African-American) have shown growth. The only exception is special education.</p>	<p>- Although more African-American students are passing overall, they are still scoring lower than their peers when looking at data over two years. Overall, special education students have a much lower percentage of students passing and scores are 20-30% lower than their peers. Overall, fewer 3rd and 4th grade students pass STAAR, and score lower, than 5th grade students when looking at data over two years.</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.)...

Summary of Instruction: Our findings show that overall student readiness in reading drops by at least 12% from BOY to EOY in 2nd grade over two years. We see a need for support of Tier I instruction for 2nd grade and overall development of their intervention response and planning.

Summary of Intervention: Intervention programs in 3rd-5th grade work for most struggling general education students. However, few students are successfully exited from intervention. This suggests a need for more support in Tier I instruction. Intervention programs are not strong in K-2nd grades. In addition, more support is needed in data management, data analysis, and instructional planning in K-2nd. Response to data and intervention plans need to be much

quicker.



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...

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...

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.)...

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Summary of Priority Needs

Demographics...

Writing and reading need to be a focus on our campus in K-5 in every sub population. Hispanic and ELLs are the only sub population that has increased with scores since 2014-2015.

Student Achievement...

Summary of Instruction: Our findings show that overall student readiness in reading drops by at least 12% from BOY to EOY in 2nd grade over two years. We see a need for support of Tier I instruction for 2nd grade and overall development of their intervention response and planning.

Summary of Intervention: Intervention programs in 3rd-5th grade work for most struggling general education students. However, few students are successfully exited from intervention. This suggests a need for more support in Tier I instruction. Intervention programs are not strong in K-2nd grades. In addition, more support is needed in data management, data analysis, and instructional planning in K-2nd. Response to data and intervention plans need to be much quicker.

School Culture and Climate...

Staff Quality, Recruitment and Retention...

In summary, staff quality, recruitment and retention needs a mentor program for new staff members as well as more campus based staff development opportunities.

Curriculum, Instruction, and Assessment...

Overall, the campus teachers are aware of what kind of tools are best practices to use as a campus. However, interpretation of results or implementation of assessments fairly with common language and expectations is a concern.

Family and Community Involvement...

We need continued support of existing programs so that we are able to attract new parent and community volunteers.

We need closer cooperation between PTA and administrators/staff so that we can meet our goals.

More support is needed from community adopters.

More accessibility to the background check process for Spanish speakers and those that aren't technologically savvy is needed.

School Context and Organization...

In summary Evers has grown in this area, but there is still a need to build a more positive environment where all voices can be heard and respected.

Technology...

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Campus Leadership Team (CLT) – 2018-2019

CLT Members

Role	Name
Teacher	Holly Poulsen (K)
Teacher	Juan Borda (1 st Bilingual)
Teacher	Enid Ortez (2 nd Bilingual)
Teacher	Carissa Moore (3 rd)
Teacher	Alive Vazquez (4 th Bilingual)
Teacher	Jennifer Carter (5 th)
Campus-Based Nonteaching Professional	Janie Phillips (Reading Specialist)
Campus-Based Para or Operations Staff Rep	
District-Level Professional	Darby Ahlfinger
Parent Rep	Cristina Gutierrez
Parent Rep	
Community Rep	Bryce Olson
Community Rep	Nancy Knox
Business Rep	Nancy Vargas (Target)
Business Rep	

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

Date	Time	Location
9/18/18	3:30-4:30 PM	Evers Park Library
10/16/18	3:30-4:30 PM	Evers Park Library
11/27/18	3:30-4:30 PM	Evers Park Library
2/19/19	3:30-4:30 PM	Evers Park Library
3/19/19	3:30-4:30 PM	Evers Park Library
5/16/19	3:30-4:30 PM	Evers Park Library

Houston Elementary School



Campus Improvement Plan 2018-19

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

We will inspire all students to become confident lifelong learners by collaborating to provide a challenging curriculum in a safe and compassionate environment.

School Vision

We commit to high expectations in an engaging, positive environment that encourages respectful and purposeful relationships between all members of our school community.

School Values

Caring, Enthusiastic, Friendly, Inclusive, Ambitious

WIG 1: On Spring of 2019 STAAR we will have an increase of 5% more students who receive a Meets Grade Level Standard on each subject tested.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The Math interventionist will work with K- 5th grade students in small groups to support their academic learning needs.	Math Interventionist	SCE: \$60,000 FTEs: 1.0		Math interventionist working with students.	Students will show growth on their specific math learning needs.	
The Math Interventionist will co-teach and plan with K - 5 teachers to strengthen K-5 math instruction and learning.	Math Interventionist	SCE: \$60,000 FTEs: 1.0		Math interventionist working with teachers.	Students will show growth on their specific math learning needs.	
The Reading interventionist will work with 3rd- 5th grade students in small groups to support their academic learning needs.	Reading Interventionist	SCE: \$30,000 FTEs: 0.5		Reading Interventionist working with students.	Students will show growth on their specific reading learning needs.	
Texas Academy of Math and Science Students (TAMS) will work with students to increase their competency in math and science.	Admin Classroom teachers			4th and 5th grade students and TAMS volunteers will be seen working together throughout the school day.	Students will show growth in their math skills, science skills, and in their confidence.	
Imagine Math and I-Station will be used to provide all students with direct and remedial instruction to support their learning. Students will also be provided with home logins for Imagine Math and I-Station so they can use the programs at home.	Classroom teachers			Students will be using Imagine Math and I-Station in the computer labs and in the classroom.	Students will show growth in their math skills, reading skills and in their confidence.	

WIG 1: On Spring of 2019 STAAR we will have an increase of 5% more students who receive a Meets Grade Level Standard on each subject tested.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
District Curriculum Coach, Stephanie Thompson, will collaborate with teachers to help implement Lucy Calkins and other District programs to enhance instruction and learning. She will also work with campus administration to plan Professional Learning for staff members to strengthen instruction.	Admin Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	Students will show growth academically and in their confidence.	
Collection of student writing portfolios to show student growth from year to year and to help teachers differentiate instruction.	Classroom teachers			Portfolios will be passed on from year to year	Rtl data Students will show growth in writing.	
A Parent Information Night for 5th grade parents will be help to help parent understand the routines and expectations in 5th grade.	Classroom teachers			Agenda and calendar	Increased parent understanding and involvement in 5th grade activities and curriculum understanding	
All students will have purposeful activities during Success Time to support specific learning needs.	Classroom teachers			Rtl Boards will reflect student needs and be used to plan activities and groups for Success Time.	Students identified as needing intervention will show growth in their specific learning need areas including math, reading, science and/or writing skills.	
Teachers will use running records to monitor reading progress and use that information for planning instruction and student feedback.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	Rtl data Students will show growth in reading.	

WIG 1: On Spring of 2019 STAAR we will have an increase of 5% more students who receive a Meets Grade Level Standard on each subject tested.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Books will be collected at the end of the year to give to students who are Economically Disadvantaged, so they have books to read over the summer.	Administrators			Bags of books will be given to Economically Disadvantaged Students the last week of school from the Sam Houston "Book Fairy"	Students will return from summer stronger as readers from having reading materials over the summer.	
Information will be given to students and parents about how to access the resources available on our Library Webpage from home.	Classroom Teachers, Library Media Specialist and Admin.			Information will be included in Parent FYIs, Parent Emails, on Grade level and Library Webpages	Students will be able to access resources and use them to improve their reading skills.	
The Math Facts Program will be used with 1st - 5th grade students to increase their math fact fluency which will inturn help their problem solving. The Blue Print K- 1st math program will be used to help strengthen K-1 students' math understanding.	Classroom teachers			Students will be using the programs in the computer labs and in the classroom.	Students will show growth in their math facts and in their confidence.	
Teachers will increase their focus on Science Vocabulary.	Classroom Science Teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	RtI data Students will show growth in science understanding.	
1st - 5th grade teachers will incorporate Chromebooks to enhance learning in all subjects.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	RtI data Students will show growth in reading, math, writing and/or science.	

WIG 1: On Spring of 2019 STAAR we will have an increase of 5% more students who receive a Meets Grade Level Standard on each subject tested.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
5th grade students and teachers will prepare Science Morning for all K - 4 classrooms in May. K-4 students will participate in Science Morning.	Classroom Teachers			Science Morning	All students will be stronger in science as a result of the learning that goes on in preparation for Science Morning and from participating in Science Morning.	
Students will recommend library books to other students using written recommendation and recorded video recommendations.	Classroom Teachers and Library Media Specialist			Recommendations will be seen on the hallway boards that are on both sides of the library. Video recommendations will be added to video announcements and Tweeted on Houston Twitter.	Students will check out books they are interested in based on the recommendations of other students.	
Lucy Calkins Reading and Writing Units of Study will be used for planning lessons in K-5th grade classes	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	All students will show growth on their specific reading and writing learning needs.	
Teachers will meet in Math, Reading, Writing and Science Vertical Teams each month to collaborate and strengthen teaching in all grades and subjects.	Classroom Teachers			Lesson plans and classroom observations	Students will show growth in reading, writing, math and science.	

WIG 2: Raise the percentage of K-2 students who are reading on grade level from 78% in May 2018 to 80% in 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
K - 2 Teachers will use Heggarty Phonemic Awareness, <u>Reading Strategies</u> , <u>Writing Strategies</u> and Lucy Calkins Writing and Reading to plan for instruction.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Assessments will show growth in reading levels and writing scores.	
We will use Mega Labs for Professional Development of Workshop in K-5th grades for Writing and Reading.	Admin Classroom teachers Reading Recovery			Teacher attendance at Mega Labs.	Teachers will improve their practice of teaching reading and writing. Their students will be stronger readers and writers.	
Collection of student writing portfolios to show student growth from year to year and to help teachers differentiate instruction.	Classroom teachers			Portfolios will be passed on from year to year	Rtl data Students will show growth in writing.	
Ready Rosie will be available for all K and 1 parents to help enhance student learning.	Admin Classroom teachers			Parent use	Students will show growth academically and in their confidence.	
District Curriculum Coach, Stephanie Thompson, will collaborate with teachers to help implement Lucy Calkins and other District programs	Admin Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	Students will show growth academically and in their confidence.	
Kindergarten, 1st and 2nd grade teachers will use Letterland for phonic instruction.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Assessments will show growth in ELI phonemic awareness areas.	
Teachers will use running records to progress monitor and provide students with specific feedback.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	Rtl data Students will show growth in reading.	
Older and younger students will be paired to provide reading support to the younger students and build confidence in older students.	Admin Classroom teachers			Pairs of students will be seen at various times working together throughout the school day.	Students will show growth in reading levels and in their confidence.	
Volunteers will read with students in small	Admin			Volunteers will work with	Students will show growth	

WIG 2: Raise the percentage of K-2 students who are reading on grade level from 78% in May 2018 to 80% in 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
groups or individually.	Classroom teachers, volunteers			students at various times throughout the school day	in reading levels and in their confidence.	
All students will have a purposeful and differentiated activities during Success Time to support specific learning needs. Grade level teachers will share students so specific needs of students can be met.	Admin Classroom Teachers			RtI Boards will reflect student needs and be used to plan activities and groups for Success Time.	Students identified as needing intervention will show a growth in reading.	
Students will recommend library books to other students using written recommendation and recorded video recommendations.	Classroom Teachers and Library Media Specialist			Recommendations will be seen on the hallway boards that are on both sides of the library. Video recommendations will be added to video announcements and Tweeted on Houston Twitter.	Students will check out books they are interested in based on the recommendations of other students.	
K - 2 teachers will use a variety of book genres for mini-lessons, read alouds and shared reading.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Students will be stronger readers of a range of genres.	
K & 1 teachers will create videos modeling reading strategies and samples of student writing as it grows throughout the year. The videos will be placed on the Houston Webpage for parents to use as models for working with their children.	Classroom Teachers			Videos on Webpage for parents to access.	Students will show growth in reading levels and in their confidence.	
1st and 2nd grade teachers will use Chromebook to enhance learning in all subjects.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Students will show growth in reading levels and in their confidence.	
The PTA will continue to raise money from different fundraising avenues to buy leveled books for our Literacy Library so students can	PTA			PTA Budget and Meeting Minutes	Students will show growth in reading levels and in their confidence.	

WIG 2: Raise the percentage of K-2 students who are reading on grade level from 78% in May 2018 to 80% in 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
use them as they learn to read and progress in their reading.						
Books will be collected at the end of the year to give to students who are economically disadvantaged so they have books to read over the summer.	Administrators			Baggies of books given to Economically Disadvantaged Students the last week of school from the Sam Houston "Book Fairy"	Students will return from summer stronger as readers from having reading materials over the summer.	
Information will be given to students and parents about how to access the resources available on our Library Webpage from home.	Classroom Teachers, Library Media Specialist and Admin.			Information in Parent FYIs, Parent Emails, on Grade level and Library Web Pages	Students accessing resources and using them to improve their love of reading	
Kindergarten teachers who have not previously attended the District Writing Cadre will attend this year.	Classroom Teachers	Substitute Pay		Teachers attendance at cadres	Teachers will improve their practice of teaching writing. Their students will be stronger writers.	
The Reading Recovery Teacher will work with students to raise their reading levels.	Reading Recovery	SCE: \$60,000 FTEs: 1.0		Reading interventionists will implement activities to build students' reading level and comprehension.	At-risk students show growth in their reading levels.	
The K-2 Reading Interventionist will work with K-2 teachers during planning and co-teaching to enhance instruction and learning. She will also work with campus administration to help plan campus professional learning.	K - 2 Reading Interventionist, K - 2 Teachers, Campus Administrators.	SCE: \$60,000 FTEs: 1.0		Reading interventionists working with teachers and administrators.	K - 2 students show growth in their reading and writing levels.	
Teachers will meet in Reading and Writing Vertical Teams each month to collaborate and strengthen teaching in K - 2 in these subjects.	Classroom Teachers			Lesson plans and classroom observations	Students will show growth in reading and writing	

WIG 2: Raise the percentage of K-2 students who are reading on grade level from 78% in May 2018 to 80% in 2019.

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

Scope and Sequences, Units of Study, Technology, Lesson Plans, Common Assessments, District and School ELI data, District and School STAAR data, T-TESS goals and observations, Staff and 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...
Co-created criteria use Data binders, failure free and velocity program Lucy Calkins training extended to upper grades Data collection Use of Lucy Calkins Writing with new materials and mini-lessons	SPED vertical team meeting to discuss TEKS for all grade levels to help prepare students transition to the next grade The K & 1 Economically Disadvantaged and Hispanic Students had a higher number of at-risk students on the EOY Kathy Richerson and need math intervention so they can get on level by 3rd grade. add more hands-on manipulatives for music reading

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.)...

SPED vertical team meeting to discuss TEKS for all grade levels to help prepare students transition to the next grade

The K & 1 Economically Disadvantaged and Hispanic Students had a higher number of at-risk students on the EOY Kathy Richerson and need math intervention so they can get on level by 3rd grade.
add more hands-on manipulatives for music reading



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, attendance data, special populations, at-risk students and needs

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...
STAAR scores improved in several areas of special populations Our attendance percentages remain consistent	Incorporate more cultural art lessons with our demographics in mind (art) Title I funding: Math Intervention extended to daily basis Purchase new books to represent families in our ever changing demographics (library)

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.)...

Incorporate more cultural art lessons with our demographics in mind (art) Title I funding: Math Intervention extended to daily basis purchase new books to represent families in our ever changing demographics (library)



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 data, parent 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>Facebook & Instagram account (art); Music Room FB page & Twitter account; Library Twitter account</p> <p>High number of parent volunteers each year</p> <p>A large variety of after school clubs and activities for students to participate in.</p>	<p>Work to get community support for reading, such as retired 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.)...

Work to get community support for reading, such as retired teachers.



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, physical environment information

Findings/Analysis

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

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

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

Strengths...	Needs...
Master Schedule that incorporates intervention time Duty roster that allows teachers time to work with students before and after school Morning exercise and DEAR time built into the Master Schedule	Provide better explanation of art when on display (art) Go over 9 weeks scheduling and implementations for such things as the progress reports and timing of what is taught when.

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 better explanation of art when on display (art) Go over 9 weeks scheduling and implementations for such things as the progress reports and timing of what is taught when.
--



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...

Classroom walkthrough data, parent conferences and meetings, surveys, feedback data

Findings/Analysis

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

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

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

Strengths...	Needs...
Student led book recommendation videos (library); continue to participate and promote healthy lifestyles and sportsmanship by participating in district track meet (PE) Weekly newsletters to parents Creating print rich environments through displays to motivate and engage students	Continue to do collaborative projects but incorporate school theme of kindness (art) Create first grade videos to support math and reading skills

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 do collaborative projects but incorporate school theme of kindness (art) Create first grade videos to support math and reading skills
--



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, T-TESS 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...
Dedicated staff Low turnover in staff Staff Development is differentiated	Continue to differentiate PD needs and find ways to meet the varying needs of 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 differentiate PD needs and find ways to meet the varying needs of staff



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

STAAR data, TELPAS data, ELI, KR data, Common 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...
PLC work DMTSS committee meetings Vertical Team meetings Grade Level Intervention time Co-Creating Criteria to build understanding	Title I funding: Quantify impact of math intervention extension. Conferencing with students and keeping data to keep us informed of their grow and help us form strategy groups based on needs.

Summary of Needs

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

Title I funding: Quantify impact of math intervention extension. Conferencing with students and keeping data to keep us informed of their grow and help us form strategy groups based on needs.
--



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...

Surveys, Classroom technology needs, Professional Development needs

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...
Teach students & parents about online resources (library) Teaching digital citizenship with focus on Chromebook grades (library)	Utilize iPads in projects (art); use iPads for student assessment (PE)

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.)...

Utilize iPads in projects (art); use iPads for student assessment (PE)
--



Summary of Priority Needs

Demographics...

Incorporate more cultural art lessons with our demographics in mind (art)
Title I funding: Math Intervention extended to daily basis
purchase new books to represent families in our ever changing demographics (library)

Student Achievement...

Title I funding: Quantify impact of math intervention extension.
Conferencing with students and keeping data to keep us informed of their grow and help us form strategy groups based on needs.

School Culture and Climate...

Continue to do collaborative projects but incorporate school theme of kindness (art)
Create first grade videos to support math and reading skills

Staff Quality, Recruitment and Retention...

Continue to differentiate PD needs and find ways to meet the varying needs of staff

Curriculum, Instruction, and Assessment...

SPED vertical team meeting to discuss TEKS for all grade levels to help prepare students transition to the next grade

The K & 1 Economically Disadvantaged and Hispanic Students had a higher number of at-risk students on the EOY Kathy Richerson and need math intervention so they can get on level by 3rd grade.
add more hands-on manipulatives for music reading

Family and Community Involvement...

Work to get community support for reading, such as retired teachers.

School Context and Organization...

Provide better explanation of art when on display (art)

Go over 9 weeks scheduling and implementations for such things as the progress reports and timing of what is taught when.

Technology...

Utilize iPads in projects (art); use iPads for student assessment (PE)

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Wendy Mason
Teacher	Mary Mitchell
Teacher	Becky Ellison
Teacher	Debbie Coulter
Teacher	Lori Gross
Teacher	Todd Sharp
Teacher	Lisa Dougherty
Campus-Based Non-teaching Professional	Michelle McClanahan & Lacy Fraser
Campus-Based Para or Operations Staff Rep	Emer Chapman
District-Level Professional	Judy Bush
Parent Rep	Sandy Morgan
Parent Rep	Courtney Adams
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
August 21	3:15	Houston Library
September 18	3:15	Houston Library
October 16	3:15	Houston Library
November 13	3:15	Houston Library
December 18	3:15	Houston Library
January 15	3:15	Houston Library

February 12	3:15	Houston Library
March 19	3:15	Houston Library
April 16	3:15	Houston Library
May 14	3:15	Houston Library

“Newton Rayzor Elementary”



Campus Improvement Plan 2018-19

“Newton Rayzor Elementary”

Campus Improvement Plan 2018-19

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

We will empower all learners to be self-motivated, internationally-minded participants in the global society.

School Vision

Vision: We will meet the needs of every student by:

- *Creating partnerships with families, businesses, and other community entities.
- *Providing instruction and using enriching, inquiry-based methods in a rigorous educational atmosphere
- *Guiding learners to embody the IB Learner Profile and display IB attitudes.
- *Modeling service to others and empowering learners to take actions.

School Values

Values:

- *Creating partnerships with families, businesses, and other community entities.
- *Providing instruction and using enriching, inquiry-based methods in a rigorous educational atmosphere
- *Guiding learners to embody the IB Learner Profile and display IB attitudes.
- *Modeling service to others and empowering learners to take actions.

WIG 1:

- Improve classroom instruction through Transdisciplinary teaching and learning to increase the student achievement by 5% in Meets and Mastered categories by May of 2019.
- Improve classroom instruction through Transdisciplinary teaching and learning to increase the student achievement by 5% in ELI/SELI by May of 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>IBC (Professional Learning Communities) will be held every other week to address the 4 critical questions with a focus on transdisciplinary instruction.</p> <ul style="list-style-type: none"> ● Looking at Data ● Power IBC's ● Special Areas meeting with grade level teams to tie into Transdisciplinary Themes 	Principal, Assistant Principal, IB Coordinator	TI: \$14,000		Agendas, lesson plans, data	Increase in student achievement and engagement.	September November February April
<p>Targeted literacy instruction will be provided to meet the needs of all students using a variety of resources to meet the needs of each student.</p> <p>*Kindergarten Writing Cadre, *Unit of Study-Lucy Calkins for K - 5th Grades *Revision of pacing guides, *Curriculum Support form C & I. *Mega-Labs in Kinder - 5th Grade</p> <p>*Addresses Missed System Safeguard</p>	Principal, Assistant Principal, IB Coordinator	TI: \$30,000 FTEs: 0.5 SCE: \$60,000 FTEs: 1.0		Lesson plans, coaching schedule, IBC minutes, staff development, common assessments, Data/Action Charts,, ELI, SELI, and STAAR results	Increase in student achievement and engagement.	September November February April
<p>Targeted Writing instruction will be provided to all students using a variety of resources (Tony Stead, Lucy Calkins, Writing Cadre) with a focus on revising and spelling</p> <p>*Addresses Missed System Safeguard</p>	Principal, Assistant Principal, IB Coordinator			Lesson plans, coaching schedule, STAAR results,	Increase in student achievement and engagement.	September November February April
<p>Targeted math instruction will be provided using a variety of resources with an emphasis on addition and subtraction problem solving.</p>	Principal, Assistant Principal	TI: \$30,000 FTEs: 0.5		Lesson plans, IBC agenda, meeting notes, faculty meetings, coaching	Increase in student achievement and engagement.	September November February

WIG 1:

- Improve classroom instruction through Transdisciplinary teaching and learning to increase the student achievement by 5% in Meets and Mastered categories by May of 2019.
- Improve classroom instruction through Transdisciplinary teaching and learning to increase the student achievement by 5% in ELI/SELI by May of 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
*Imagine Math *Math Facts *Blueprint *Addresses Missed System Safeguard		SCE: \$30,000 FTEs: 0.5 TI:1, 385		schedule, common assessments, math journals, STAAR results		April
Targeted science instruction will be provided to all students using a variety of resources, including Science Lab attendance weekly. *Focus on Science Lab *Support from Kathy Morrison (C & I) *Addresses Missed System Safeguard	Principal, Assistant Principal, Teachers and Coaches			Lesson plans, IBC agendas, Science Lab Schedule	Increase in student achievement and engagement.	September November February April
Professional development with teachers taking the lead to create and share breakout sessions	Professional Development Committee			Agendas, examples of implementation	Increase in student achievement and engagement.	September November February April
Provide field trips related to IB Units of Study for the purpose of front-loading provocations, investigations, and inquiry.	Principal, Assistant Principal, Team Leaders, IB Coordinator	TI: \$12,000		Travel requests	Increase in student achievement and engagement	September November February April
Supplemental library materials	Principal, Assistant	TI: \$4,000		Purchase orders	Increase in student achievement and	September November

WIG 1:

- Improve classroom instruction through Transdisciplinary teaching and learning to increase the student achievement by 5% in Meets and Mastered categories by May of 2019.
- Improve classroom instruction through Transdisciplinary teaching and learning to increase the student achievement by 5% in ELI/SELI by May of 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Principal, Librarian				engagement	February April
Monitor student growth through Universal Screeners, ELI, SELI and Common Assessments and follow up with DMTSS meetings.	Principal, Assistant Principal			DMTSS meetings, data charts	Increase in student achievement and engagement	September November February April
District/campus experts will continue professional development in the area of assessment for learning. Focusing on: *Transdisciplinary Learning *Inquiry *Learning Targets/Guiding Questions *Co-Creating Criteria *Strong and Weak Work *Feedback	Administrators, Instructional Coaches, Teachers	TI: \$500	OPD	Faculty meeting agendas, Assessment Learning Team minutes, Professional Development Team minutes, walk-through data	Increase in student engagement and achievement	September November February April
Provide supplemental materials and support for all content areas, including technology and any additional training that is needed.	Administrators, Instructional Coaches, Teachers	TI: \$6,400 TI: \$12,594 TI: 2,000		Purchase orders, lesson plans	Increase in student engagement and achievement	September November February April
Teachers will implement PRIME Time intervention/acceleration 4X a week for 30 minutes	Administrators, Instructional Coaches, Teachers		AA, RS	lesson plans	Increase in student engagement and achievement	September November February April
Increase parent communication through newsletters parent conferences , academic	Principal, Assistant			Newsletters, Facebook page, notes sent home, and	Increase in collaboration between parents and school	September November

WIG 1:

- Improve classroom instruction through Transdisciplinary teaching and learning to increase the student achievement by 5% in Meets and Mastered categories by May of 2019.
- Improve classroom instruction through Transdisciplinary teaching and learning to increase the student achievement by 5% in ELI/SELI by May of 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
parent nights, social media, positive notes, IB profile spirit tags	Principal, Teachers			spirit tags given		February April
A variety of parent involvement activities: Grandparents Day/STEAM Night, Hot Dog Social and IB Community Night Literacy Night, Fine Arts Night	Principal, Assistant Principal, Teachers, Counselor	T1: \$500.		Agendas and sign-in sheets	Increase in collaboration between parents and school	September November February April
Provide a variety of clubs to engage all students: Rayzor Runners, Ballet Folklorico, Art Club, Chess Club, Recycling Club, Gardening Club, Girls in STEM, CREW, Tamba, GOAL	Principal, Assistant Principal, Teachers			Club enrollment	Increase in student achievement and engagement	September November February April
Survey parents 3 times a year to determine how we are meeting the needs of our students and parents.	Principal, Assistant Principal, Teachers			Survey responses	Increase in collaboration between parents and school	September November February April
Monitor employee engagement by using the Insight Employee Engagement Survey. Administer 3 times a year	Principal, Assistant Principal, Teachers			Survey responses	Increase in student achievement and engagement.	September November February April



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

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

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Evaluations Used (Istation, benchmarks...) ● Prime Time Intervention - we can teach to our strength ● Collaboration among teachers ● Constantly reflecting on our IB planners ● We know how to gather data and use it. ● We have plenty of time to plan (IBC’s, PLC’s, team, Power IBC days). ● We start with the end in mind. ● We use data to adjust instruction. 	<ul style="list-style-type: none"> ● EOY Math Assessment for 2nd grade ● DRA dependency - It isn’t about the level ● Fluidity in the students being pulled out ● We want the whole child, but we have to focus on STAAR data. ● Istation scores - What do they mean? ● Strategies to clearly use data ● Vertical alignment of Planners ● Interrater reliability (plan the “How” and “Why”) ● Listen to everyone’s voice. ● Differentiated instruction for teachers ● System in place to support new teachers ● Clear definition of teacher collaboration ● Teachers doing “their own thing” ● Not using teacher’s strengths ● Not transdisciplinary

	<ul style="list-style-type: none"> ● Teachers unfamiliar with standards ● Repeated field trips- Be purposeful.
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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.)...

<ul style="list-style-type: none"> ● DRA- it is not about the level (go beyond) ● Provide an explanation of what Istatin , Imagine Math Scores mean ● Strategies to clearly use data ● Vertical alignment of planners ● We need to plan the “How” and the Why?” ● Clear definition of what does collaboration mean ● Not transdisciplinary ● Teachers unfamiliar with standards ● Repeated field trips, we need to be purposeful



Demographics

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

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary Overview of 2017 State Accountability System TEA Distinction Designation Summary Campus Culture and Climate Survey
--

Findings/Analysis

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

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

Strengths...	Needs...
	<ul style="list-style-type: none"> ● Increase number of students who leave Kindergarten, 1st and 2nd grade on level with ELI/SELI by 5% ● Increase number of students who reach “Meets” or “Mastered” categories by 5% in all subjects.

Summary of Needs

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

We need to increase the amount of students who do not simply “pass” the STAAR tests but go beyond to a more grade level appropriate category.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

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

Strengths...	Needs -
<ul style="list-style-type: none">● STEAM Night, IB Community Night, Grandparent/Hot Dog Social● Clubs: Groove Squad, CREW, GOAL, Rayzor Runners, etc.● Garden pulls in the community.● Field Trips● Ready Rosie● Parents as presenters● Kinder parents coming to read	<ul style="list-style-type: none">● We do not reach out to community members who are not families.● We need to invite organizations to support our events.● We need more clubs for families (Parent/Child Reading Club).● We need more student performances.

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 invite more organizations and parents to events more often (especially in upper grades).



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Administrative Staff Feedback Demographics TAPR

Findings/Analysis

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

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"> ● Team Captain’s Retreat ● PD Committee ● Taking action on CNA ● PTA Survey ● New Team Captains ● Open Door Policy ● TCC Committee Reminders and Feedback ● Dissemination of information by Team Leaders 	<ul style="list-style-type: none"> ● Some issues effect only one member of a team, but it is dealt with as a team issue. This makes the resolution take longer. ● Not enough time to come up with response to issues ● Every person in team should have a part and not just the team leader. ● Do team’s input create change?

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 consistency in the process of making decisions and disseminating information.



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 and Climate Survey CLT Community Member Feedback
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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...
<ul style="list-style-type: none"> ● Playground ● Open seat choice in cafeteria ● Sharing table in cafeteria ● Chromebooks ● School is a happy place school-wide. ● Students have voice. ● Creativity and opinions valued ● Action involvement ● Active in community ● Allowed to make mistakes and grow from them 	<p>-</p> <ul style="list-style-type: none"> ● AM cafeteria behavior loud ● Respect all staff (interns, custodians...) ● New equipment/games for playground ● Inclusive at Recess time ● More food choice ● After school program behavior

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>When teachers are not present, student behavior is not as respectful toward other adults and materials.</p> <ul style="list-style-type: none"> ● AM cafeteria ● lunch line ● After School Programs
--



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">- IB Visits- A lot of district training- Breakout Sessions at NRE- Lucy Calkins- Admin says yes to PD.- NRE Facebook Share Page- Megalab- Teams talk within their team for better practice.	<ul style="list-style-type: none">- We don't know who has gone to which trainings.- We would like more opportunities to share knowledge.- Follow through with sharing with teams- Equal distribution for PD opportunities for all stakeholders- Stronger IB leadership in growing our Transdisciplinary learning- More non-formal observation of other teachers- More targeted growth outcome for 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 need a system that shows who has gone to what trainings and target a way to disperse the information.

We need a system for informal observations of other teachers on our campus.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● 85% of students were "Approaches" in Reading. ● Our Economically Disadvantaged students increased to 78% passing in Reading. ● Math was 83% at approaches ● 77%ED ● Our Economically Disadvantaged students increased to 77% passing in Math. ● ELI - All students showed growth. 	<ul style="list-style-type: none"> ● The % of students at meets and masters level needs to increase ● The % of students on level on ELI and SELI needs to increase from 60 to 70%.

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 target instruction to increase the amount of students that reach "Meets" and "Mastered" by 5% in each subject.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey

Findings/Analysis

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

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"> ● Chromebooks ● More time in computer lab ● New teacher computer ● Student computers upgraded ● Parent communication in multiple ways (Facebook, Twitter, etc.) ● Tech savvy people helping each other ● Our tech support (Keegan Walden) is very strong. ● IPADS 	<ul style="list-style-type: none"> ● Headphones for all ● More Chromebooks ● Chargers for iPads ● Stations difficulty ● Peer-to-Peer staff development ● Apps for iPads and teachers ● Chromebook training not geared to younger grades ● K/1 logging onto computers

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>We need more headphones and chargers for equipment.</p> <p>We need more peer-to-peer tech training.</p> <p>We need to revisit our campus beliefs, values and expectations in regards to computer use (babysitter vs. vehicle for learning).</p>
--



Summary of Priority Needs

Demographics...

Student Achievement...

We need to target instruction to increase the amount of students that reach “Meets” and “Mastered” by 5% in each subject.

School Culture and Climate...

When teachers are not present, student behavior is not as respectful toward other adults and materials.

- AM cafeteria
- lunch line
- After School Programs

Staff Quality, Recruitment and Retention...

We need a system that shows who has gone to what trainings and target a way to disperse the information.

We need a system for informal observations of other teachers on our campus.

Curriculum, Instruction, and Assessment...

- DRA- it is not about the level (go beyond)
- Provide an explanation of what Istatin , Imagine Math Scores mean
- Strategies to clearly use data
- Vertical alignment of planners

- We need to plan the “How” and the Why?”
- Clear definition of what does collaboration mean
- Not transdisciplinary
- Teachers unfamiliar with standards
- Repeated field trips, we need to be purposeful

Family and Community Involvement...

We need to invite more organizations and parents to events more often (especially in upper grades).

School Context and Organization...

We need consistency in the process of making decisions and disseminating information.

Technology...

.We need more headphones and chargers for equipment.

We need more peer-to-peer tech training.

We need to revisit our campus beliefs, values and expectations in regards to computer use (babysitter vs. vehicle for learning).

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Gina Vasquez
Teacher	Elvia Lopez
Teacher	Anthony Rose
Teacher	Ivonne Huynh
Teacher	James Norby
Teacher	Rebecca Hayes
Teacher	Jose Robles
Teacher	Natalie Dhanoolal Rubio
Campus-Based Non-teaching Professional	Kelly Born
Campus-Based Non-teaching Professional	Linda Gavilanes
Campus-Based Para or Operations Staff Rep	Melody Pine
District-Level Professional	Sally Brown
Parent Rep	David Call
Parent Rep	Gwendolyn Moore
Community Rep	Doug Giles
Business Rep	Lilli Wright

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

Date	Time	Location
September 6, 2018	3:15	Newton Rayzor Library
November 1, 2018	3:15	Newton Rayzor Library
February 7, 2018	3:15	Newton Rayzor Library
March 7, 2018	3:15	Newton Rayzor Library
May 2, 2018	3:15	Newton Rayzor Library

W.S. Ryan Elementary



Campus Improvement Plan 2018-19

W.S. Ryan Elementary

Campus Improvement Plan 2018-19

WS Ryan Elementary 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)

WS Ryan Elementary Mission, Vision, and Values

District Mission

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

School Mission

Empowering students to become innovative thinkers and lifelong learners through problem solving, perseverance, and creativity.

School Vision

We believe that in order to support our mission, we will collaborate as a Professional Learning Community to:

- Increase student engagement through the integration of STEM in our everyday learning.
- Foster a safe and welcoming school culture and climate.
- Promote high standards by encouraging our students to reach their highest potential.
- Engage in meaningful and ongoing professional development that will have a positive impact on student learning.

School Values

RESPECT - We will value students' and staff's abilities, qualities, and achievements.

DIVERSITY/CULTURAL UNITY - We will unify our school's many cultures, by modeling acceptance for all, embracing traditions, and appreciating uniqueness.

ENCOURAGEMENT - We will be compassionate and approachable, and provide positive motivation for success.

PERSEVERANCE - We will motivate students to show grit, embrace productive struggle, and overcome obstacles while celebrating successes along the way.

INNOVATION - We will promote innovation and problem solving through our STEM initiative.

LIFELONG LEARNERS - We will foster a community of intrinsically motivated citizens on the continual pursuit of knowledge.

W.S. Ryan Elementary WIG 1: Improve universal instructional strategies in all core subject areas to increase student achievement as evidenced by:

- **At least 80% of all students in grades K-3 will be on level in Reading on the ELI/SELI/DRA/Common Assessments by May 2019.**
- **We will have an increase of at least 5% in the Meets and Masters categories on the STAAR for all subject areas in grades 3-5 by May 2019.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	Ti10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1. Conduct PLC meetings by grade level and vertical teams each nine weeks to analyze data, unpack the TEKS, plan lessons, create common assessments and rubrics, and review assessment for learning strategies. Additional time will be given each week for grade levels to continue their PLC focus, and supplemental pd opportunities will be provided.	Teachers, Sped Teachers, Interventionists, Coaches, Admin	Ti: \$3,000	1 2 4 7 8	PLC minutes and agendas Classroom Walkthroughs Common Assessment Data	Common Assessment Results 2019 STAAR Results	
2. Provide ongoing supplemental professional development, support, and materials for teachers to implement the Lucy Calkins Units of Study for Reading and Writing across all grade levels. PD opportunities given during the summer and throughout the school year.	Teachers, Interventionists, Coaches, Admin	Ti: \$25,000	1 2 3 4 10	Lesson Plans Classroom Walkthroughs Common Assessment Data Lucy Calkins Units of Study Classroom libraries	Common Assessment Results 2019 STAAR Results ELI/SELI/DRA Results	
3. 1st Grade Teachers will participate in the DHS zone Reading Cadre as an added support to implement a balanced literacy approach using workshop model. Kinder and PreK Teachers will participate in additional cadre sessions to support the work they began last year. Supplemental materials, such as literacy resources, will be provided. Substitutes will be provided for teachers to attend.	Teachers, Interventionists, Coaches, Admin	Ti: \$10,000	1 2 3 4 5 7 9 10	Cadre Schedule Lesson Plans Classroom Walkthroughs	Common Assessment Results 2019 STAAR Results ELI/SELI/DRA Results	
4. All grade levels will participate in Language Arts megalabs throughout the year to provide coaching support and pd to strengthen their workshop model. Megalabs provide instructional coaching/modeling in the classroom and immediate feedback to teachers.	Teachers, Interventionists, Coaches, Admin	Ti: \$1,000	1 2 3 4 5 10	Megalab observations Megalab debrief minutes Classroom Walkthroughs	Common Assessment Results 2019 STAAR Results ELI/SELI/DRA Results	
5. Provide Instructional Coach/ Reading &	Coaches,	Ti: \$43,913	1	Lesson Plans	Common Assessment	

W.S. Ryan Elementary WIG 1: Improve universal instructional strategies in all core subject areas to increase student achievement as evidenced by:

- **At least 80% of all students in grades K-3 will be on level in Reading on the ELI/SELI/DRA/Common Assessments by May 2019.**
- **We will have an increase of at least 5% in the Meets and Masters categories on the STAAR for all subject areas in grades 3-5 by May 2019.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	Ti10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Math Interventionists to increase teacher understanding of the depth and complexity of the TEKS, higher order thinking strategies, and assessments in all subject areas, and provide interventions to our at-risk students.	Interventionists, Teachers, Admin	FTE: 0.5 SCE: \$30,000 FTE: 0.5 SCE: \$30,000 FTE: 0.5	2 3 4 8 9 10	PLC Minutes & Agenda Intervention Schedules	Results 2019 STAAR Results	
6. Assessment for Learning PD will focus on strategy 2 for Writing, Using models of strong & weak work; Strategy 1 - providing clear learning targets- will be reviewed for newer teachers.	Teachers, Interventionists, Coaches, Admin		1 2 3 8 9 10	PD minutes and agenda PLC minutes and agenda Classroom Walkthroughs Lesson Plans	Common Assessment Results	
7. Continue "Tier Time" within the school day for targeted instruction for specific student interventions across the grade levels, with supplemental materials, such as study guides, manipulatives, and literacy materials provided.	Teachers, Special Ed Teachers, Interventionists, Admin	Ti: \$6,000	1 2 3 8 9 10	Master Schedule Teacher & Interventionist DMTSS Documentation Classroom Walkthroughs	Common Assessment Results 2019 STAAR Results	
8. Utilize Bilingual paraprofessional position to increase the amount of intervention support for at-risk students.	Bilingual Para	Ti: \$25,000 FTE: 1.0	1 2 3 4 5 9 10	Schedules Paraprofessional logs Intervention Lesson Plans	Common Assessment Results 2019 STAAR Results	
9. Inform parents of curriculum expectations and provide parent updates on individual student progress through parent conferences, parent phone calls, and parent curriculum nights.	Teachers, Admin		1 6	Curriculum Nights Attendance Parent Conference Logs/Minutes	Common Assessment Results Culture/Climate Survey Feedback Results	

W.S. Ryan Elementary WIG 1: Improve universal instructional strategies in all core subject areas to increase student achievement as evidenced by:

- **At least 80% of all students in grades K-3 will be on level in Reading on the ELI/SELI/DRA/Common Assessments by May 2019.**
- **We will have an increase of at least 5% in the Meets and Masters categories on the STAAR for all subject areas in grades 3-5 by May 2019.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				Calendar of Parent Events		
10. Instructional Leadership Team will be created, consisting of admin, interventionists, coaches, and grade level reps in order to provide focused walkthrough classroom observations to provide feedback on instruction and progress, as well as collaborative pd sessions to strengthen our use of the Lucy Calkins Units of Study and workshop model.	IL team members, Admin	Ti: \$2,000	1 2 3 4 5 8 9 10	IL meeting minutes Focused classroom walkthrough feedback PD session agendas	Common Assessment Results Employee Engagement Survey Results	
11. Provide supplemental student support, such as before-or-after-school and Saturday School tutorials for students needing interventions based on data analysis.	Teachers, Interventionists, Admin	Ti: \$6,000	1 2 3 8 9	Tutoring Schedules and attendance Saturday School schedule and attendance	Common Assessment Results 2019 STAAR Results	
12. Provide supplemental opportunities, such as field trips, to ensure a well-rounded education and provide experiences to close the opportunity gap.	Teachers, Admin		3 10	Field Trip attendance and schedules Lesson Plans	Common Assessments Climate/Culture Survey Results	

WIG 2: WS Ryan will continue to improve the campus climate and culture by increasing our family & community involvement through family & community engagement events and extracurricular activities, designed to increase student engagement and achievement by May 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1. Continue our STEM journey, including continuing extra-curricular STEM clubs and family engagement nights, technology, and staff development, as well as classroom STEM integration.	Teachers Admin STEM Cohort	TI: \$5,607	1 2 3 6 10	Family Math & STEM Night Attendance STEM student extracurricular group enrollment & participation STEM Cohort participation Classroom Walkthroughs	Increased student participation in extracurricular groups Increased parent/family attendance at STEM events 2019 STAAR Results Common Assessment Results	
2. Provide continued mentoring opportunities for community groups, focusing on student academic achievement and socio-emotional growth.	Teachers Admin Counselor		1 2 6 9 10	Mentoring program participation	Common Assessment Results 2019 STAAR Results Reduced Discipline referrals for students assigned mentors for socio-emotional growth	
3. Continue school wide student incentive programs to celebrate, motivate, and encourage students through the Rockin' Wrangler, Kindness Drawings, End of Year Awards, and Bell Ringer Initiatives	Teachers Counselor Admin		1 2 6	Rockin' Wrangler Ceremony Attendance and Celebration Wall Family attendance at events End of Year Ceremony Attendance	Reduced Discipline Referrals Increased Attendance Campus Culture/Climate Survey Feedback	
4. Provide parent copies of Parenting with Love & Logic at family engagement events to encourage alignment with campus Love & Logic implementation.	Teachers Counselor Admin	\$500	1 2 6	Love & Logic Book Study Agenda & Minutes Classroom Walkthroughs Books provided at family engagement events	Reduced Discipline Referrals Campus Culture/Climate Survey Feedback	

WIG 2: WS Ryan will continue to improve the campus climate and culture by increasing our family & community involvement through family & community engagement events and extracurricular activities, designed to increase student engagement and achievement by May 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
5. Provide opportunities for parents of all students to participate in at least one parent/teacher conference to increase communication regarding student engagement.	Teachers Counselor Admin		1 2 6	Parent Conference Logs Monthly School & Classroom Newsletters	Parent Conference Attendance Reduced Discipline Referrals Campus Culture/Climate Survey Feedback Common Assessment Results 2019 STAAR Assessment Results	
6. 5th Grade Student Council group will model citizenship skills and CHAMPS through mentoring younger students, and presentations to student groups.	Teachers Counselor Admin		1 2	Student leadership group participation Student mentoring participation	Reduced discipline referrals 5th Grade Engagement Survey	
7. Increase Grandparent engagement by including grandparents in family engagement activities.	Teachers Counselor Admin		1 6	Grandparent attendance at family engagement events	Campus Culture/Climate Survey Feedback	
8. Incorporate at least one Dual Language Family Night designed to engage families of our Dual Language/ELL students.	Teachers Counselor Admin	\$500	1 6 7	Family attendance at Dual Language events	Campus Culture/Climate Survey Feedback Common Assessment Results TELPAS results 2019 STAAR results	



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...

Lesson Plans Learning Walks Professional Learning Communities (Minutes) Campus Culture and Climate Survey
--

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Learning targets consistently posted for each subject area in each classroom. ● PLC's were held with grade levels and vertical teams, and were focused on student data. ● Lucy Calkins Units of Study are being used for both Reading and Writing consistently in every grade level. ● Instructional Coaches have been utilized to provide support and guidance to teachers regarding LC Units of Study and workshop model in both Language Arts and Math. ● Teachers have attended the district's Assessment For Learning (AFL) institute the past two summers. ● An instructional leadership team has been created at WS Ryan, consisting of coaches, interventionists, and grade level reps, to provide ongoing pd and support to classroom teachers regarding curriculum and instruction. ● WS Ryan Kinder team participated in the DHS Zone Kindergarten Reading Cadre all year. 	<ul style="list-style-type: none"> ● Continued work on AFL strategies, focusing on strong & weak work samples. ● Continued PD to strengthen teacher understanding and application of the Units of Study and workshop model. ● PD given during the summer is helpful to teachers as they read through units and plan over the summer for the first 9 weeks. ● Provide additional support for learning targets and AFL for our new teachers. ● Continue providing time, support, and coverage for grade levels and special ed/program teachers to participate in ongoing PLC's.

Summary of Needs

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

Our campus continues to strengthen teacher understanding and application of the Lucy Calkins Units of Study and workshop model. We will plan to provide at least one full day PD session on the Reading Units of Study over the summer, as well as continued PD and support throughout the year, and providing the aligned classroom libraries and workshop materials. Title 1 funds are being used to

provide classroom libraries and instructional materials to support the Units of Study and workshop model.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
Campus Culture and Climate Survey
District/Campus eSchool Demographic Data
Classroom 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"> ● Our WS Ryan communities continue to grow. ● We have a diverse socio-economic student body. ● Our student mobility rate is low. ● We continue to offer special programs, including Dual Language, PreK & PPCD, and Academic & Functional Skills. ● We continue to increase our EXPO identification and participation. 	<ul style="list-style-type: none"> ● Due to continual growth in our nearby neighborhoods, classroom space is limited. We need classroom space to accommodate the growing population. ● Our school has a large number of special programs, including Bilingual, PreK, PPCD, and two Academic & Functional Skills Classes; options will need to be considered to allow room for incoming students who are moving into our zone. ● Class size was high for monolingual Kindergarten and bilingual Second Grade this past year, and continues to be high in those grade sections this year, as other grade level numbers continue to climb. ● Our at-risk population continues to need additional academic support.

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.)...

WS Ryan has the privilege of having a diverse population with a low mobility rate, and an overall good attendance rate. We have several new families moving into the new neighborhoods in our zone. We offer several specialized programs, including Dual Language, PreK & PPCD, and Academic & Functional Skills. Our biggest need in this area is classroom space for our incoming families moving into our community.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey PTA Feedback Engagement Survey Family Activity Participation

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...-

- WS Ryan has a very active and involved PTA.
- We offer several family involvement activities, including:
 - PTA Fall Festival
 - Curriculum Night
 - Family Math Night
 - Family STEM Night
 - PTA Spring Glow Dance
 - Muffins with Moms/Donuts with Dads
 - Fine Arts Performances
 - Veterans' Day Ceremony
 - Kindergarten Orientation events
 - Rockin' Wrangler Celebration Assemblies
- Robson Ranch has provided Reading Volunteers for 2nd Grade for the Spring Semester, which has helped increase reading levels for the students they served.
- Local businesses, such as Mathnasium, First United Methodist, First State Bank, and others provide services, money, and donations to our campus throughout the year.
- Multiple communication venues are used to communicate school events and info to parents, including social media, website, marquee, email blasts, all-calls, and several teachers use the remind text app.
- High father involvement in the "WatchDOGS" program; participants have volunteered on campus during school and after-school events throughout the year.
- The number of volunteers on campus has increased this year. Volunteers work with

Needs -

- Increase participation in Curriculum Nights
- Increase teachers' communication to parents regarding school events.
- Continue to recruit parent/community volunteers.
- Involve Grandparents at family engagement events such as Curriculum Nights, STEM/Math Nights, PTA family events.

teachers, students, and in the office, as well as PTA events.	
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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.)...

We will continue to provide and promote family engagement activities to strengthen our relationships to impact student learning. Our enrollment continues to grow with new neighborhoods developed within our zone. We would like to increase family participation, including inviting grandparents to participate in family events, such as Curriculum Nights and PTA events; this will further engage our students in their learning and promote a continued positive campus culture and climate.



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...

Engagement Survey
Culture and Climate Survey
Campus Master Schedule
PLC Agendas & Minutes
Team Leader 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...
<ul style="list-style-type: none"> ● Our master schedule allows for an intervention time in each grade level, with interventionists' schedules arranged to be able to meet with students in each grade level during those intervention times. ● Our master schedule has been revised this year to allow more time for Language Arts, with enough time for effective workshop models in Language Arts and Math. ● Our Counselor provides grade level, small group, and individual guidance and support for all students. ● We have a committee of Grade Level Team Leaders to provide input on school organization, systems, and protocols. ● We have an Instructional Leadership team, consisting of admin, coaches, interventionists, and grade level representatives, to provide ongoing pd to teachers focusing on best instructional practices and fine-tuning our implementation of the Lucy Calkins Units of Study. 	<ul style="list-style-type: none"> ● Provide guidance, time, and support for teachers to effectively manage planning time. ● Continued support from interventionists/coaches.

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 adjust our master schedule to meet student needs and provide the time and support teachers need for effective collaborative planning. Our Grade Level team leaders and Instructional Leadership team will continue to collaborate to ensure teachers have the time, resources, and support they need to implement best practices.



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 and Climate Survey Engagement Survey
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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...
<ul style="list-style-type: none"> ● High level of participation in extra curricular clubs, including: <ul style="list-style-type: none"> ○ Dance Team ○ Runners Club ○ Choir ○ Orchestra ○ Yearbook Club ○ Leadership - iLead and SAIL ○ Girls' Coding Club ○ Extreme PE ○ Green Team ○ EXPO Robotics Team ● 5th Grade Students utilized the Strengths Finder curriculum throughout the year. ● Staff participated in the Gallup Strengths Academy this year. ● Culture survey indicated an improvement in our ability to promote and recruit volunteers. ● Continuous positive feedback received regarding a warm & welcoming environment on our campus. 	<ul style="list-style-type: none"> ● Need to increase the amount of feedback given to parents regarding student progress. ● Align extra-curricular clubs with the needs & interests of our 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.)...

Increasing and improving our feedback systems to parents and students regarding the students' progress will strengthen our relationships and further engage the students in their learning goals. We will continue to offer extra-curricular opportunities for students, and a variety of interactive family engagement events throughout the year.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary 2018 State Accountability Safeguards Campus Culture and Climate Survey Special Program Enrollments (Dual Language, EXPO, Special Ed, PPCD, Pre-K, AFS, Dyslexia, Reading Recovery/DLL)
--

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">● Our partnership with UNT & TWU has provided us with high quality interns, some of whom have been hired onto our faculty and have shown success as classroom teachers.● All staff members participated in the Gallup strengths-finder, as well as continued strengths PD throughout the year.● Over 95% of teachers participated in 2018 summer PD opportunities.● The principal participated in the district’s Bilingual recruitment committee, designed to recruit & select high-quality Bilingual teachers.	<ul style="list-style-type: none">● Strengthen our First Year Teacher Orientation/Mentor System to help new teachers understand lesson planning, school expectations, and staff expectations.● Build social-emotional relationships with staff to retain high-quality teachers.● Provide continued PD opportunities to develop and retain our high-quality staff.● Continue to provide coaching support to teachers, and utilize Title 1 funds to provide coaching position.

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.)...

WS Ryan will continue to use instructional coaches to support newer teachers in the areas of assessment literacy, lesson planning, and workshop model. Professional Development will continue to be provided throughout the year to help all teachers meet the needs of students. Mentors will be provided to first year teachers to provide an additional layer of support for our first year 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...

TEA Accountability Summary
2018 STAAR Data
Overview of 2018 State Accountability System
TEA Distinction Designation Summary
Campus Grade Level common assessment data
TELPAS 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...
<ul style="list-style-type: none"> ● We continue to see significant gains in Math achievement through STAAR passing rates and formative assessments. ● 89% of our Bilingual Kindergarten students were reading on level by the end of the year. ● Gaps are closing between our monolingual and bilingual students in all subject areas, especially Math. **We received a STAAR Distinction in “Closing Achievement Gaps” for 2018! ● We have improved our vertical alignment of Language Arts through the use of the Units of Study. ● Saturday School intervention was utilized in the Fall and Spring to provide additional support for at-risk students in grades 3-5. 	<ul style="list-style-type: none"> ● We need to increase the number of students reading on level in all grade levels. ● Our ELL’s English proficiency levels need to increase, as measured by TELPAS. ● Improve our progress monitoring through the workshop model, formative assessments, and PLC’s. ● Provide increased understanding of the MTSS system, and support/guidance for teachers to provide multi-tiered systems of support. ● Continue to provide before-school and Saturday School interventions for at-risk 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.)...

It is important to provide continual support of ELL strategies to help our English Language Learners increase their English proficiency, while supporting the goal of being biliterate and bilingual through the Dual Language program. Our campus will continue to participate in the DHS zone reading cadre by providing further support in Kinder and PreK, while implementing the reading cadre work in first grade. Our further implementation of the Units of Study in Reading and Writing will support student learning and achievement in literacy. Improving our implementation of the workshop model will support teachers in progress monitoring. Title funds will be used to strengthen our implementation of the Units of Study and workshop model, as well as provide Saturday School interventions for our at-risk students..



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey Classroom walkthroughs Security audit
--

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"> ● All classrooms in grades 2 - 5 have received sets of chromebooks. First grade is next to receive them. This has increased the effective use of instructional technology in the classroom. ● High level of TIA participation - At least 75% of our teachers have participated in TIA at least once over the last three years. ● Learning Walk observations and lesson plans show evidence of increased use of engaging instructional technology for assessment, including Kahoot, Quizlet Live, Socrative, Plickers, iPads, and Chromebooks. ● A wide variety of interactive instructional software is being used in classrooms, such as Nearpod, Plickers, Quizlet, StemScopes, iStation, Google Suite, Prodigy, Imagine Math, and many others. ● Increased level of teacher participation throughout the year in technology PD provided by Instructional Technology specialists. ● 3D printer has been provided by PTA and is being used by students. 	<ul style="list-style-type: none"> ● Projectors & projector bulbs need to be replaced, many document cameras need replacing ● Continued pd with instructional technology to increase student engagement and assessment strategies. ● Increased interactive technology, such as interactive whiteboards, in classrooms ● Increase the number of security cameras both inside and outside the building.

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.)...

Teachers need more support in learning how to use instructional technology in all subject areas. Utilizing instructional technology through faculty PD will enhance teachers' knowledge and comfort level with software, and will increase their use of the technology with the students. Teachers who are proficient with specific instructional technology and have used it successfully in their classrooms should be given the opportunity to provide pd to their colleagues. We are using campus funds to

replace projector bulbs when possible, and working with PTA to secure possible funding for security technology.



Summary of Priority Needs

Demographics...

WS Ryan has the privilege of having a diverse population with a low mobility rate, and an overall good attendance rate. We have several new families moving into the new neighborhoods in our zone. We offer several specialized programs, including Dual Language, PreK & PPCD, and Academic & Functional Skills. Our biggest need in this area is classroom space for our incoming families moving into our community.

Student Achievement...

It is important to provide continual support of ELL strategies to help our English Language Learners increase their English proficiency, while supporting the goal of being biliterate and bilingual through the Dual Language program. Our campus will continue to participate in the DHS zone reading cadre by providing further support in Kinder and PreK, while implementing the reading cadre work in first grade. Our further implementation of the Units of Study in Reading and Writing will support student learning and achievement in literacy. Improving our implementation of the workshop model will support teachers in progress monitoring. Title funds will be used to strengthen our implementation of the Units of Study and workshop model, as well as provide Saturday School interventions for our at-risk students..

School Culture and Climate...

Increasing and improving our feedback systems to parents and students regarding the students' progress will strengthen our relationships and further engage the students in their learning goals. We will continue to offer extra-curricular opportunities for students, and a variety of interactive family engagement events throughout the year.

Staff Quality, Recruitment and Retention...

WS Ryan will continue to use instructional coaches to support newer teachers in the areas of assessment literacy, lesson planning, and workshop model. Professional Development will continue to be provided throughout the year to help all teachers meet the needs of students. Mentors will be provided to first year teachers to provide an additional layer of support for our first year teachers.

Curriculum, Instruction, and Assessment...

Our campus continues to strengthen teacher understanding and application of the Lucy Calkins Units of Study and workshop model. We will plan to provide at least one full day PD session on the Reading Units of Study over the summer, as well as continued PD and support throughout the year, and providing the aligned classroom libraries and workshop materials. Title 1 funds are being used to provide classroom libraries and instructional materials to support the Units of Study and workshop model.

Family and Community Involvement...

We will continue to provide and promote family engagement activities to strengthen our relationships to impact student learning. Our enrollment continues to grow with new neighborhoods developed within our zone. We would like to increase family participation, including inviting grandparents to participate in family events, such as Curriculum Nights and PTA events; this will further engage our students in their learning and promote a continued positive campus culture and climate.

School Context and Organization...

We will continue to adjust our master schedule to meet student needs and provide the time and support teachers need for effective collaborative planning. Our Grade Level team leaders and Instructional Leadership team will continue to collaborate to ensure teachers have the time, resources, and support they need to implement best practices.

Technology...

Teachers need more support in learning how to use instructional technology in all subject areas. Utilizing instructional technology through faculty PD will enhance teachers' knowledge and comfort level with software, and will increase their use of the technology with the students. Teachers who are proficient with specific instructional technology and have used it successfully in their classrooms should be given the opportunity to provide pd to their colleagues. We are using campus funds to replace projector bulbs when possible, and working with PTA to secure possible funding for security technology.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Carolina Fernandez
Teacher	Jesica Perez
Teacher	Ali Lopez
Teacher	David Lujan
Teacher	Beth Lopez
Teacher	Monica Copley
Teacher	Widad Kinard
Campus-Based Nonteaching Professional	Teresa Hardesty
Campus-Based Para or Operations Staff Rep	LeeAnn Tate
District-Level Professional	Amy Molina
Parent Rep	Heather Key
Parent Rep	Laura Cerruti
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
Wednesday, September 12, 2018	3:30 pm	WS Ryan library
Wednesday, November 28, 2018	3:30 pm	WS Ryan library
Wednesday, January 16, 2018	3:30 pm	WS Ryan library
Wednesday, March 20, 2018	3:30 pm	WS Ryan library
Wednesday, May 1, 2018	3:30 pm	WS Ryan library

“Gonzalez School for Young Children”



Campus Improvement Plan 2018-19

“Gonzalez School for Young Children”

Campus Improvement Plan 2018-19

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

- Collaborating with the community, families, and professionals, we will cultivate an environment that facilitates lifelong learning.

School Vision

- We will nurture and guide our diverse population in a child friendly environment in order to prepare our students for future success.

School Values

- **G:** Growing together
- **S:** Student Success
- **Y:** Youthful Mindset
- **C:** Collaborative, Caring Community

WIG 1: In an effort to increase parental and community involvement, Gonzalez SYC will provide at least 2 school sponsored events every month.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>1. Gonzalez will invite parents to eat breakfast or lunch with their child at least once per month. Teachers will discuss what social skills are being reinforced during this time so families can practice with the children in other settings.</p>	<p>School Secretary Teachers Administrators</p>			<p>Attendance at lunch events will reach at least 20 % per class on average. An increase in social skills will be observed by the classroom staff, as modeling and practices is being utilized at school and home.</p>		
<p>2) Notify parents about volunteer opportunities and school events using at least 4 different methods (ex. Campus TV's, newsletters, emails, SeeSaw, Facebook, etc.).</p>	<p>Teachers, Office Staff, Campus Administrators</p>			<p>We will utilize a variety of online, social media, and hard copies of information to keep parents informed about information.</p>		
<p>3) Increase volunteer participation at all school events by contacting DISD communications department and providing incentives for volunteers (parents, community, and staff) who participate in campus events.</p>	<p>Secretary, Principal, Community Engagement Specialist</p>			<p>Increase number of volunteers to 2%of student population by the end of the year at a minimum of 40% of school events (this would equal about 6 volunteers at each school event). Increase staff participation in school events to at least 20% by the end of the year at a minimum of 70% of school sponsored events (this would equal about 8 staff members).</p>		

WIG 1: In an effort to increase parental and community involvement, Gonzalez SYC will provide at least 2 school sponsored events every month.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
4) Provide several events that focus on instructional content areas (such as STEM Night, Family Work Day for Outdoor Learning Center, Cultural events, Books and Blankets, etc.)	Teachers, Administrators, Parent Volunteers			Increase attendance at these events to at least 10% of student population.		
5) Utilize community partnerships to reward staff and parental involvement.	Principal/Assistant Principal, Adopt A School Coordinator			We will use ask school partners or adopters to provide incentives, food, etc. to help with encouraging and reinforcing those attending school events.		
6) Promote and encourage activities with students that showcase our Gonzalez Pups and our campus and support our community (ex. Participation in local parades, participate in Keep Denton Beautiful, encourage attendance at district sporting events, etc.).	Principal, Teachers, CLT committee			We will participate in at least 2 community events during the 2018-2019 school year.		
7) Host parent Meet and Greet opportunities (at least one per semester).	Campus Administrators			The administrators will facilitate an informal meet and greet for parents.		

WIG 2: Using CLI Assessment data and district provided rubrics, 80-85% of Pre-Kindergartners (only the students going to Kindergarten next year) will improve by at least one level in the following areas: **Reading** (Words in a Sentence-Phonological Awareness , Letter-Sound Correspondence) and **Writing** (Book and Print Knowledge, Early Writing Skills).by the end of the 2018-2019 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1)Utilize volunteers to read to our students, either in the library or in the classroom areas.	Community Engagement Specialist for DISD, Librarian			We will be able to have utilize at least 3 consistent library volunteers through the school year.		
2) Utilize our Tiny Library and campus library to get books into the children's homes.	Librarian at Evers Park Elementary			We will track number of times that the tiny library is filled. We will strive for this to occur at least every other week.		
3) Utilize social media to provide teacher read alouds and model age appropriate reading skills and questions.	Campus Technology Representative/w ebmaster, teachers			Children will demonstrate good reading habits more frequently due to good reading habits being utilized in both setting.		
4) Partner with Denton Evening Rotary in the Bookworm Buddies Program. Children will be provided a book to keep and read at home each month.	Couri Sargent, Pre-K Teacher, Rebecca Bowers-PPCD teacher			Children will be provided with a <u>minimum</u> of 7 books throughout the year.		
5) Provide or model activities that can be done at home that focus on reading, vocabulary, phonemic awareness, and writing. (perhaps provide activity log or chart).	Teachers, Instructional Coach			Children and parents can have some type of reinforcement provided when completed charts are turned in.		

WIG 2: Using CLI Assessment data and district provided rubrics, 80-85% of Pre-Kindergartners (only the students going to Kindergarten next year) will improve by at least one level in the following areas: **Reading** (Words in a Sentence-Phonological Awareness , Letter-Sound Correspondence) and **Writing** (Book and Print Knowledge, Early Writing Skills).by the end of the 2018-2019 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
6). Utilize Cadre strategies to improve instruction in reading and writing.	Teachers who have received Cadre training, Instructional Coach, Campus Administration			Videos and artifacts will be shared and referenced on Seesaw. Children will be able to independently demonstrate several cadre reading techniques and will be able to write at least half the letters in their name, attempt to write other words, and attempt to draw a picture to correspond with the word(s).		



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...

CLI Engage information MTSS/eStar information PRE-K guidelines Pre-K pacing guides/UBD units

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...
Consistency in providing assessments to students Leveled and appropriate activities and interventions based on the students progress/level Learning targets have been created to provide consistency with instructional focus Appropriate and engaging curriculum options	Consistency with introduction of learning targets More materials for teachers (instead of one kit per pod, having more than one) so that teachers can implement materials consistently.

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 materials to support district initiatives (i.e. Developing Talkers, Character Counts, etc.) More books for classroom libraries to align with concepts and themes outlined in the Pacing Guides, UBD Units, etc.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Attendance information Homeless/At Risk list

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...
Attendance information is sent to families Personable staff that is able to reach out to families in need	More consistent system for recognizing or reinforcing student attendance Family liaison or full time counselor to assist families in crisis

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.)...

Perfect Attendance/ Student recognitions Family liaison or full time counselor to assist families in crisis Community partnerships to provide basic needs for families (healthcare, food, 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...

Campus Culture and Climate Survey PTA Feedback CLT Community Member Feedback
--

Findings/Analysis

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

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

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

Strengths...-	Needs -
Improved communication in a variety of ways More participation in school events and at home activities Campus wide use of SeeSaw App Monthly family activity	More Parent training/education training 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.)...

Additional parent education/training through counseling department or teacher led
Reinforcement for parents and volunteers attending or helping out with school events.



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...

Culture and Climate Survey CLT parent information
--

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 presents themselves as available and parents find that staff are willing to listen and work with them for their child	- Administrator need to communicate to expectations to staff more consistently

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 counselor, librarian, and assistant principal



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 and Climate Survey PTA Feedback CLT Parent 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...
<p>- Positive climate Teachers feel as though they are heard by administrators Staff is attentive and visible/willing to work with families for their children Reinforce character building and bucket filling philosophy.</p>	<p>Parents would like to know more about safety procedures at school. Incorporate more student diversity opportunities (such as cinco de mayo parade participation, etc.) Add additional student recognitions</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>Need more community partnerships and Create ways for parents to provide feedback for decision making Work with PTA to support multicultural opportunities Add additional student recognitions</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...

TEA HQ Standards for Teachers and Paraprofessional Campus Culture and Climate Survey DISD 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">- Not much staff turnover <p>Staff is working in PLCs to discuss student data, create assessments, and plan activities.</p>	<ul style="list-style-type: none">- Add instructional staff to work with students and teachers (as an interventionist role) <p>Create more opportunities for teachers to lead or seek out professional development</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>Set goals with Paraprofessionals to determine training needs or personal growth opportunities</p> <p>Create more opportunities for teachers to lead or seek out professional development.</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...

CLI Engage MTSS information Informal student work SeeSaw/Student portfolios
--

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>Consistent formal assessment practices</p> <p>Teachers meet regularly to discuss activities and assessments for 9 week increments.</p> <p>Scope and sequence is provided for the teachers</p>	<p>Need consistent instrument for collecting and analyzing informal student actions.</p> <p>Better understanding and utilization of MTSS/RTI practices and 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>Need consistent instrument for collecting and analyzing informal student actions</p> <p>MTSS updates and training</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...

Campus Technology 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...
Technology is available in a variety of means Campus wide use of Seesaw, parent emails, campus televisions, and	Would appreciate an instructional technologist that could provide resources for staff and students that are prek appropriate.

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.)...

--



Summary of Priority Needs

Demographics...

Perfect Attendance/ Student recognitions
Family liaison or full time counselor to assist families in crisis
Community partnerships to provide basic needs for families (healthcare, food, etc.)

Student Achievement...

Need consistent instrument for collecting and analyzing informal student actions

MTSS updates and training

School Culture and Climate...

Need more community partnerships and
Create ways for parents to provide feedback for decision making
Work with PTA to support multicultural opportunities
Add additional student recognitions

Staff Quality, Recruitment and Retention...

Set goals with Paraprofessionals to determine training needs or personal growth opportunities

Create more opportunities for teachers to lead or seek out professional development.

Curriculum, Instruction, and Assessment...

More materials to support district initiatives (i.e. Developing Talkers, Character Counts, etc.)
More books for classroom libraries to align with concepts and themes outlined in the Pacing Guides, UBD Units, etc.

Family and Community Involvement...

Additional parent education/training through counseling department or teacher led
Reinforcement for parents and volunteers attending or helping out with school events.

School Context and Organization...

Full time counselor, librarian, and assistant principal

Technology...

None at this time

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Taryn Hope
Teacher	Seigrid Zoeger
Teacher	Ana Smith
Teacher	Couri Sargent
Teacher	Bari Hulen
Teacher	Heather Briscoe
Teacher	
Campus-Based Nonteaching Professional	Ivonne Laurel/ Nancy Dobson
Campus-Based Para or Operations Staff Rep	Missy Smith/Megan Dobson
District-Level Professional	Becky Lloyd
Parent Rep	Adriane Cruz
Parent Rep	Maryanna Bryant
Community Rep	Ron Arrington
Community Rep	Marti Kay Hill
Business Rep	Vicki Sargent
Business Rep	Mike Vance

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

Date	Time	Location
Sept 5th	3:30-4:30 p.m.	Gonzalez parent room
Nov. 7th	3:30-4:30 p.m.	Gonzalez parent room
January 9th	3:30-4:30 p.m.	Gonzalez parent room
March 6th	3:30-4:30 p.m.	Gonzalez parent room
May 1 st	3:30-4:30 p.m.	Gonzalez parent room

Calhoun Middle School



Campus Improvement Plan 2018-19

Calhoun Middle School

Campus Improvement Plan 2018-19

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

The faculty and staff of Calhoun Middle School successfully teach all children to become responsible citizens who demonstrate an intercultural awareness and respect for themselves and others. Through a partnership with members of the community, we endeavor to offer challenging educational opportunities that will allow our students to:

- * Discover individual interests and the ability to communicate those interests meaningfully
- * Cultivate a life-long love of learning through a holistic educational approach
- * Develop skills to cope with, as well as productively contribute to, our complex, dynamic, and multicultural society

School Vision

Our work is done in order to prepare our students for the future they envision. We will set the path for them to become college, workforce, or military ready. We will not allow outside factors to be the determining factor of their success.

School Values

We believe that as the Calhoun family it is our responsibility to

- * Build relationships with all our students
- * Provide opportunities to learn for every student
- * Be an active member of the faculty and fulfil all obligation as agreed upon
- * Put students first

WIG 1: Calhoun students will be at or above the state level on all STAAR test for the 2018-2019 school year

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Readers workshop will be utilized in our Language and Literature classes school wide.	L&L dept Admin Curriculum	\$12,000		Walk-throughs, lesson plans, teacher/student conference notes,	Common assessments, MAP, STAAR simulation, STAAR test	
Reading intervention class will utilize Achieve 3000 and other techniques to grow struggling readers	Reading intervention teacher, admin, curriculum,	\$???		Achieve 3000 data,	MAP, Achieve 3000 growth data,	
Math Intervention teacher will use IXL to help in closing gap for our struggling students	Math Intervention teacher,	\$2,400		IXL data	Benchmark scores, STAAR simulation, STAAR test,	
Science will utilize tutorial blitz before STAAR test	Science dept head	\$2,400		Tutorial lesson plans, walkthroughs,	STAAR test	
We will utilize our ACE Club afterschool program to work with our at risk students. ACE will provide enrichment and assistance for our students as well as providing high interest clubs for them to participate in	ACE site coord			CISNT reports	Higher levels of completed practice. More use of online resources	
All grade level subject cohorts will meet every three weeks to discuss previous 3 weeks data	Admin,			Data forms	Early list of students struggling and how we are meeting their needs.	
Acquire resources for remediation for those students that are at risk of failing STAAR test	Teachers			Sign in sheets, spreadsheet of students being remediated	Increase in STAAR scores for 2019 admin	
Have high quality, quarterly vertical alignment and data days	Teachers Admin	SCE: \$15,000		Minutes and lesson development plans	Gaps are filled in lesson planning	
Utilize web-based learning tools(brainpop, flocabulary, Moby Max,)	Teachers Admin	SCE: \$8,000		Reports of usage	Gains on program's screener	
Integrate technology to enhance instruction and acquire emerging forms of technology devices to decrease the student to device ration so that at risk students have more	Teachers			Lesson plans, walkthroughs, and cart checkout	Data for walkthroughs that gage the level of engagement	

WIG 1: Calhoun students will be at or above the state level on all STAAR test for the 2018-2019 school year

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
access to online resources and opportunities for online collaboration						



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...

Curriculum Resources and material
District scope and sequence
Class materials for math/reading
IB unites and IB documents
Lesson Plans
Collaborative Planning

Vertical Planning Process
 Common Assessments, Benchmarks
 District Curriculum Writing and Common Assessment development

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>IB helps us to strengthen our alignment across our curriculum IB Units have helped us deliver a wide range of assessments IB Units require that we meet each student where they are at, and differentiate our assessments and lessons We already hold regular meetings for alignment of process standards The IB Approaches to Learning help us create 21st Century Learners IB requires units to be graded on rubrics, which aides in creating clearly specified and appropriate expectations.</p>	<p>We need more structured and productive, uninterrupted time to work through curriculum that is fully aligned across our many standards. More days for horizontal and cross curricular units would be helpful in creating all of the materials needed to be as strong as they need to be. (Sub days)</p> <p>More uninterrupted time to review units with peers at different levels to make sure that our assessments are fair and equitable. (Sub days)</p> <p>Professional development and training on Co-Created rubrics to strengthen our assessments across the standards, and additional time to plan around them.</p> <p>Professional development in creating curriculum and activities for differentiated learning</p>

	Professional Development for formative assessments - throughout the year - to help provide teachers with more ways to provide student feedback along the way (and more time to develop these throughout the year)
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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.)...

Teachers need more time to create aligned curriculum to continue to keep up with the changing district expectations

Professional development for co-created rubrics would help align student learning to more productive and student centric assessments and more well aligned IB assessments

Continued dedication of time and increased time for peer review and collaborative work on units and assessments provided during the work day

Utilize PLC days to plan for differentiation and formative assessments for upcoming units



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...

Mobility/ Stability, At Risk

Findings/Analysis

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

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

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

Strengths...	Needs...
Building relationships with students to better serve the whole student both academically and socio emotionally.	Staying in line with Curriculums recommendations on pacing for units

Summary of Needs

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

Our Cougar store will be used as our positive reinforcement tool to encourage students to earn Cougar Bucks for both academic and social behaviors.



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 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 -
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	We need to improve on our communication with families.
Helping Parents understand how to help their 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.)...

We need to use all available sources for communication with our parents.



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Duty Schedule
List of support service providers
Master schedule
Leadership opportunities
Grade level structures
Extra programs

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...
- Wide variety of support options Variety of extracurricular options Leadership opportunities--voluntary=motivated Master sched. allows for specific needs of students Duty schedule is balanced Grade level teams	- Duty schedule is overwhelming in 6 week increments Morning supervision is lacking Student leadership could be ramped up to provide relevance Time for communication with non-core teachers Awareness of all stakeholders of services/support available

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 rework the duty schedule, create committees to address campus concerns, and include all stakeholders in decision making.



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 and Climate Survey

Findings/Analysis

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

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

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

Strengths...	Needs...
- Teachers are satisfied with their job Teachers want to make a positive impact on our campus	- Unstructured supervision needs 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.)...

We are going to change our morning procedures to avoid negative behaviors first thing in the morning.



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/Qualification Data Texas Academic Performance Report 16-17

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">- 32.8% of all staff have a Master's Degree or higher- 31% of staff have 11-20 years of experience- 69.3% of staff are teachers- 50.8% of staff are identified as minority which is in-line with our students population- Years of experience is higher than the state average	<ul style="list-style-type: none">- Only 1.6% have their doctorate- 50% of the staff has 1-10 years of experience- Mentorship to assist in the retention of staff 0-6 years of experience.

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.)...

While our campus has a healthy retention of staff members, retention of beginning and 1-5 year teachers continues to be a struggle for ours and every campus state-wide.
A 0-3 year mentoring program for outside assistance would be beneficial for staff to navigate through the growing pains of the early years of teaching.
Our pay is higher than the state average district wide.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA School Report Card 2016-2017
Texas Academic Performance Report 2016-2017
8th grade STAAR results (from admin) for 1st round 2017-2018
2017-2018 MAP (reading) test results from Fall and Winter
Teacher Observation
<https://rptsvr1.tea.texas.gov/perfreport/src/2017/static/c061901.pdf>
https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2017&year2=17&_debug=0&single=N&title=2017+Texas+Academic+Performance+Report

[s&_program=perf rept.perfmast.sas&prgopt=2017%2Ftapr%2Ftapr.sas&ptype=P&level=campus&search=campname&namenum=Calhoun&campus=061901045](#)

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 designations in science and social studies 2017 performance index in student achievement (66) exceeded target (60) 2017 performance index of student progress (36) exceeded target (30) 2017 performance index of closing performance gaps (33) exceeded target (26) 2017 performance index of post secondary readiness (13) exceeded target (33) significant increase in 8th graders passing STAAR math the first time (in 2018 72% from 56%) In every grade level, MAPS scores went down from Fall to Winter testing (6th grade-1.6, 7th grade -2, 8th grade -1.2) rather than 1.5-3 points up as projected 	<ul style="list-style-type: none"> - STAAR score average below state and district average in all areas special education

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.)...

better assess readiness of students who come to school mid-year (MAP testing or other testing upon entry?)
 MAP testing should be explained to students & testing conditions need to support a good assessment of students



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Bright Bytes Survey data Interview with Campus ITS

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>According to Bright Bytes, this campus is proficient</p> <p>Core subjects are getting access to Chromebooks in their classrooms</p> <p>Many departments on campus have adequate access to technology</p> <p>Teachers are utilizing the 4C's (Creativity, Critical Thinking, Collaboration, and Communication)</p> <p>Teachers are taking advantage of the opportunities for more technology training (i.e., TIA)</p>	<p>Outdated devices need to be replaced. For example, the iPads are out of date.</p> <p>We need more devices on this campus.</p> <p>Foreign Language and Fine Arts departments do not have adequate access to technology.</p> <p>Regarding the 4C's (Creativity, Critical Thinking, Collaboration, and Communication): Teachers are doing all four, just not all at once.</p> <p>With the move to more online testing (MAP, STAAR, etc.), there is a device deficit.</p> <p>More multimedia training 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.)...



Summary of Priority Needs

Demographics...

Our Cougar store will be used as our positive reinforcement tool to encourage students to earn Cougar Bucks for both academic and social behaviors.

Student Achievement...

better assess readiness of students who come to school mid-year (MAP testing or other testing upon entry?)
MAP testing should be explained to students & testing conditions need to support a good assessment of students

School Culture and Climate...

While our campus has a healthy retention of staff members, retention of beginning and 1-5 year teachers continues to be a struggle for ours and every campus state-wide.

A 0-3 year mentoring program for outside assistance would be beneficial for staff to navigate through the growing pains of the early years of teaching.

Our pay is higher than the state average district wide.

Staff Quality, Recruitment and Retention...

While our campus has a healthy retention of staff members, retention of beginning and 1-5 year teachers continues to be a struggle for ours and every campus state-wide.

A 0-3 year mentoring program for outside assistance would be beneficial for staff to navigate through the growing pains of the early years of teaching.

Our pay is higher than the state average district wide.

Curriculum, Instruction, and Assessment...

Teachers need more time to create aligned curriculum to continue to keep up with

the changing district expectations

Professional development for co-created rubrics would help align student learning to more productive and student centric assessments and more well aligned IB assessments

Continued dedication of time and increased time for peer review and collaborative work on units and assessments provided during the work day

Utilize PLC days to plan for differentiation and formative assessments for upcoming units

Family and Community Involvement...

We need to use all available sources for communication with our parents.

School Context and Organization...

We will rework the duty schedule, create committees to address campus concerns, and include all stakeholders in decision making.

Technology...

.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	
Teacher	
Teacher	
Teacher	
Teacher	
Teacher	
Teacher	
Campus-Based Nonteaching Professional	
Campus-Based Para or Operations Staff Rep	
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

McMath Middle School



Campus Improvement Plan 2018-19

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

Our community creates an inclusive culture that builds relationships and develops solution-driven individuals within a comprehensive educational experience.

School Vision

Under Construction for 2018-2019

School Values

- Building Relationships
- Learning for all using best practices
 - Self Directed
 - Life-Long Learning
 - Solution Based Problem Solving
- Working together
- Keep all Tigers accountable with High Expectations
- Be intentional with what we do AND with a purpose
- Sustainability
- Transparency
- We are One

WIG 1: McMath will increase the amount of opportunities for the academic advancement of our students in reading through intervention, enhancement,, and teacher development so that at least 85% of all students are reading on grade level. (2018 was 80% school-wide)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of Reader's Workshop Model in the 6th grade ELAR teachers and students and training of the Reader's Workshop Model for 7th and 8th grade ELAR teachers.	C&I ISTs Principal Assistant Principal Teacher	Campus Funds		Class lists Lesson Plans Classroom observation PLC observation	Program Assessments Common Assessments 2018 STAAR MAP BOY/MOY//EOY results SRI	October January April
Provide targeted intervention for the students multiple grade levels below grade level in Reading using Achieve 3000 (A3K)	Principal Assistant Principal Teacher	Campus Funds		Class lists Admin monitoring of A3K usage	Program Assessments Common Assessments 2018 STAAR Admin monitoring program progress MAP BOY/MOY//EOY results SRI results	October January April
Electives, Science, and Social Studies will support reading/literacy through development of cross curricular reading lessons at least once a semester	Principal Assistant Principal Teacher	Campus Funds		Lesson Plans	Program Assessments Common Assessments 2018 STAAR MAP BOY/MOY//EOY results SRI results	October January April
Provide professional development that supports best practices in reading to include Lucy Calkins Reading and Writing Workshop Model, Jan Chappuis; Assessment for Learning, Dufours' Professional Learning Communities, and MAP training	C&I ISTs Principal Assistant Principal Teacher Cadre Teacher	Campus Funds		Record of attendance Classroom observation PLC observation Lesson Plans	Observation Reports MAP BOY/MOY//EOY results SRI results	October January April
Build middle school literacy library to support and strengthen reading at all levels.	IST Principal Assistant Principal	Campus Funds		Purchase Order Book Inventory	Record of library usage	Ongoing

WIG 1: McMath will increase the amount of opportunities for the academic advancement of our students in reading through intervention, enhancement,, and teacher development so that at least 85% of all students are reading on grade level. (2018 was 80% school-wide)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Librarian					
Integrate technology to enhance instruction and acquire emerging forms of technology devices to decrease the student to device ratio so that at risk students have more access to online resources and opportunities for online collaboration	Admin Teachers IST CTE	SCE: \$25,000		Lesson Plans Classroom Observations Technology checkout	Program Assessments Common Assessments 2018 STAAR Admin monitoring program progress MAP BOY/MOY//EOY results SRI results	October January April
Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.	Admin Teachers	Campus Funds		PLC agendas Admin participation	Common Assessments 2018 STAAR Admin monitoring program progress MAP BOY/MOY//EOY results SRI results	Monthly
Targeted education will be provided for LEP and SPED students and for our 'two or more race' students with a focus on building reading and academic language to close the gaps.	Admin Teachers	Campus Funds		Lesson Plans Classroom Observations Technology checkout Admin monitoring of A3K and IXL usage Class lists Lesson Plans Classroom observation PLC observation	Common Assessments 2018 STAAR Admin monitoring program progress MAP BOY/MOY//EOY results SRI results TELPAS	October January April

WIG 2: Create a culture that will foster social and emotional well being for staff and students, so that they feel safe (physically and emotionally), so that McMath will be an environment where learning can take place.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement and monitor Restorative Practices (RP) campus wide <ul style="list-style-type: none"> • TUMS • Relationship agreements (staff and students) • 90 second spark • 2 minute conversation • Circle protocols • Needs assessment 	Admin Counselor Teachers Paras	Campus Funds		RP implemented campus wide Posted in classrooms Lesson Plans Admin walkthroughs Team Meeting minutes DMTSS Records	Employee Engagement Survey Student Survey Review of discipline reports, attendance, and grades	October January April
House Bill lessons <ul style="list-style-type: none"> • Suicide awareness and prevention • Bullying awareness and prevention • Dating Violence awareness and prevention • Sexual Abuse awareness and prevention • Drug and Alcohol awareness and prevention 	Admin Counselors Teachers	Campus Funds Counseling dept.		Counselor Lesson Plans and calendar Teacher lesson plans	Student Self-assessments Employee Engagement Survey Student Survey Review of discipline reports, attendance, and grades	October January April
Students and Staff of the 9 weeks	Admin Counselors Teachers	Campus Funds Community donations		Front Office Display Social Media	Employee Engagement Survey Student Survey Review of discipline reports, attendance, and grades	October January April



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...

- Common Assessments; both provided district-provided and counterpart-created
- Formative, major/ minor summative assessments
- Student Surveys and Conferences
- TELPAS
- TTESS
- STAAR

- SRI and/or MAPS
- Data is reviewed and analyzed during:
 - Curriculum Writing Committees
 - Professional Learning Communities (PLC)
 - Campus Leadership Team
 - ARD Meetings and DMTSS

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"> ● Common assessment data is analyzed during PLC’s to guide instruction and assessment ● Curriculum writing committees meet every grading period to evaluate data and update curriculum ● Classroom instruction and assessments are based on TEKS ● Teachers track data from multiple sources and collaborate within an academic team to address the whole student ● Experienced staff with track record of successful standards-based instruction ● Opportunities for staff-lead researched based, professional development ● Weekly collaboration in grade-level subject areas to review standards and create instructional strategies ● Utilization of released STAAR materials to establish sufficient rigor for instruction ● Implementation of Dufours’ PLC model in our departments ● Effective use of technology within classrooms 	<ul style="list-style-type: none"> ● Establish time for teachers to collaborate in order to implement current professional development ● Improve student self-assessment of achievement ● Explore flipped and blended classroom instruction models to utilize online instructional tools more uniformly and effectively ● Establish strong PLC practices that allow for open discussion and professional learning ● Implement Assessment for Learning strategies, beyond Learning Targets, across the campus ● Literacy training for non-ELAR teachers to ensure cross-curricular instruction and support of literacy

<ul style="list-style-type: none">● Implementation of Reading and Writing Workshop in our ELAR classrooms● Utilizing Learning Targets and Language objectives with fidelity in all contents	
--	--

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">● With the DHS learning community focus on literacy, our non-ELAR staff need training in ways to incorporate and support literacy instruction within their contents. [Campus / SCE funds]● Systematic approach to vocabulary, both academic and non-academic. [Campus / SCE funds]● Include necessary vocabulary lists per grade level within curriculum documents. [Campus / SCE funds]
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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, 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...

- STAAR Summary Reports 2013-2017
- AEIS Reports 2013-2017
- These reports included data on enrollment, attendance, ethnicity, gender, mobility, special programs, etc

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● McMath attendance zone and school numbers means that we have room to grow in amount of students. Most of McMath's population does not fluctuate ● McMath has a more gender balanced group of teachers M/F 43.2%/56.8% than the district average- 26.1%/73.9% ● While our numbers are slowly growing, our numbers in economically disadvantaged are also growing ● Our mobility numbers have held steady over the past 5 years ● The diversity of the student body has steadily grown over the past 3-4 years ● Our geographical zone has expanded to include a few new neighborhoods <ul style="list-style-type: none"> ○ These neighborhoods have helped our ethnic diversity to grow and change ○ This zone also has several new housing subdivisions that are currently under construction which will surely increase our enrollment in the future 	<ul style="list-style-type: none"> ● While our faculty is more balanced than most in gender, our teacher population is not as diverse as our students ● While our numbers are slowly growing, our numbers in mobility and economically disadvantaged are also growing. <ul style="list-style-type: none"> ○ As the percentage increases, our campus needs to be thoughtful of assistance programs to help these students cope with the stresses of living in a household with a low income ● As our ethnicity has become more diverse, our ELL population has grown as well in a proportionate manner <ul style="list-style-type: none"> ○ As a campus, this offers an additional challenge as we, as a staff, become more sensitive to, aware of and equipped to serve this growing population ● A large portion of our new neighborhood includes apartment complexes and rental properties <ul style="list-style-type: none"> ○ As our number of families that qualify as Econ Disadv increases, the number of transient families will most likely also increase. Students that are considered "mobile" are at a disadvantage because they are lacking a solid and consistent baseline for their education ○ With each move, those students most likely are acquiring gaps in the educational process ○ Students may perform below grade level due to the gaps. Students may also be missed for identification in special programs such as Special Education, Dyslexia and other learning difficulties, 504 identification, etc.

Summary of Needs

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

- The McMath faculty is more balanced than most in gender, our teacher population is not as diverse as our students. [District FTEs]
- The LEP and Econ Dis student population has risen and there is a need for focus of specific interventions and supports. [Campus / SCE funds]



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...

- Sign in sheets from locker move in
- Quantity of families at 6th grade science night
- Quantity of families at 8th grade STAAR night
- PTA involvement by parents
- Parent volunteers at events including but not limited to: sporting events, school educational events, club events and fine arts activities

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"> ● Weekly/monthly communication from staff with parents and guardians ● Positive and negative communication home ● Parents are responsive to needs of teachers and staff ● Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more ● High levels of social media and email and phone blast are keeping parents in the loop ● Weekly Kid-to-Kid opportunities to connect with others from across the globe 	<ul style="list-style-type: none"> ● More involved and supportive PTA ● More parent involvement within the classroom in reference to student educational achievement ● Increased parental and guardian participation in counselor sponsored events for student mental and emotional well-being ● More ELL parent involvement with the school to support their students education ● Community involvement at MMS to support education, sporting events and other student achievement groups

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"> ● Our campus would benefit from more community involvement with our students. [Campus / SCE funds] ● Possible community event hosted by MMS. [Campus / SCE funds] ● Continue events at MMS that support parent participation. [Campus / SCE funds] ● Making sure all methods of outreach are utilized (Eblast, Facebook, emails, etc.). [Campus / SCE funds]



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...

- Professional Learning Communities within the math, science, ELAR, social studies, electives, and SpEd.
- Core content teams in each hallway: 6-1, 6-2, 7-1, 7-2, 8-1, & 8-2. Each team either has support in ESL or SpEd.
- Master Schedule to place students in the most effective learning environment.
- Duty rosters for teachers to ensure student safety. Teachers are assigned to duty stations to ensure student supervision before and after classes weekly.
- Formal communication: Staff meetings, teacher talk, email, conference calls, newsletters, and PLC.

- Informal communication is through social media (twitter, facebook, and etc.), face-to-face conversations, and email.
- Formal leader is our Principal and 3 Assistant Principals.
- Informal leaders include department heads, team leaders, UIL campus coordinators, TCC representatives, and assessment for learning cadre.
- 3 counselors are available for scheduling and student support. One counselor is available for student health and wellness.
- Supervision structure include principal, assistant principals, counselors, teachers, and SRO actively monitoring and facilitating hallways and classrooms. Teachers are also manning duty stations, indoor and outdoor, to supervise students.
- McMath collectively make decisions through staff meetings, teacher talk, CIP, and PLCs.
- The physical map of McMath is used through different colors of duct tape. Each department assigned a color and the school has duct tape on the floor to guide students to where they need to go. We also have school map handout located in the front office.

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"> ● Many informal leaders on campus ● Effective communication between staff and parents through TAC emails ● Organized duty stations ● Supervision inside and outside the campus is actively monitored by staff ● Core content teams are effective ● Organized and effective staff meetings, PLC, and collaboration in staff 	<ul style="list-style-type: none"> ● Need to adequately staff SpEd and ESL departments ● Dedicated teachers for math accelerated ● TAC emails that can translate into different languages to communicate with the ESL population. ● Inaccurate personal contact information of parents in TAC. ● Ensuring parents are proactive with their child through HAC. ● Better inform parents about HAC and the use of it.

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.)...

- Communication with the ESL population is a strong need for McMath. [Campus / SCE funds]
- Ensuring that ESL parents are connected and plugged into our school is vital for student-success. [Campus / SCE funds]
- McMath needs additional support in translation when sending out TAC emails to parents. Teachers also struggle communicating with various parents due to inaccurate email, phone numbers, and addresses. [Campus / SCE funds]
- Many parents are also unaware of HAC. [Campus / SCE funds]



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...

- Qualitative teacher data
- Student Writing prompts
- Student written Responses
- Qualitative student data
- 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"> ● Relationships built by staff with students ● McMath is family ● Inclusive culture that welcomes stakeholders from the front office to the classroom ● Committed staff ● Staff is happy to be at work ● High but achievable expectations that allows students to reach goals ● Staff is helpful ● Teachers are involved ● Students living out our inclusive culture by helping peers and teachers ● Staff feels that administration is creating a positive culture 	<ul style="list-style-type: none"> ● Increased emphasis on traditions ● Increased need of feedback from parents to help better inform decisions for all stakeholders ● Differing opportunities for extracurricular activities ● Involve students in determining extra curricular activity options ● Staff would like more opportunities to influence decisions at the school

Summary of Needs

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

<ul style="list-style-type: none"> ● Create a list of tradition and celebrate them as such via social media/website. [Campus / SCE funds] ● Create and publish form for parents to give feedback about various school interactions. [Campus / SCE funds] <ul style="list-style-type: none"> ○ Have this data to be examined on a weekly basis by the groups necessary to make change. ● Gather student input (via technology) to determine likes/dislikes for extra curricular activities. [Campus / SCE funds]
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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...

- Texas Academic Performance Report 16-17
- School District Calendar (Professional Development)
- Teacher Websites (Degrees, Certifications)

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">● Professional development hours● Student teacher recruitment● Staff recruitment through word-of-mouth● Above district and state average in teacher experience● Above district and state averages in teachers with 20+ years of experience	<ul style="list-style-type: none">● Support system for mid-year hires● ESL and SPED support for Science & Social Studies● Staff diversity to match 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.)...

<ul style="list-style-type: none">● Increased ESL support in all core classes to match increased ESL student population [Campus / SCE funds]● Training for experienced mentor teachers to support new teachers and mid-year hires [Campus / SCE funds]



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...

- Common Assessments
- PLC DATA dig
- STAAR results
- TELPAS
- Class Grades
- Achieve 3000 progress monitoring reports
- Advanced Course 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"> ● McMath Met State Expectations in the new A-F System ● Distinctions earned in two areas: <ul style="list-style-type: none"> ○ ELA Distinction ○ Post Secondary Readiness ● All Algebra students passed Algebra EOC <ul style="list-style-type: none"> ○ (97% Mastered - highest of all Middle Schools) ● 12% increase on STAAR for LEP students in math ● 10% increase on STAAR for SPED students in math ● 20% increase on STAAR for LEP students in Rdg ● 5% increase on STAAR for LEP students in writing ● 8% increase on STAAR for LEP students in science ● 5% increase on STAAR for SPED students in science ● Gains in reading using A3K: <ul style="list-style-type: none"> ○ Increase of 156 Lexile points for all students ○ 77% of students exceeded expected growth ○ 40% of students logged in during non school hours (276 logins) 	<ul style="list-style-type: none"> ● Need to increase Social Studies STAAR scores for all students ● 6% decrease in AA on STAAR in science ● Validity of STAAR results vs. TELPAS results ● High percentage of LEP students born in the country still not passing STAAR or meeting LEP Exit Criteria ● LEP and SPED students performing lower than other subgroups ● MMS in has been identified as needing ‘Additional Targeted Support’ for our ‘more than two races’ students in the domain of Closing the Gap for failing to meet the required number of indicators on STARR,

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"> ● Concentrate efforts in the areas of Social Studies and SPED and LEP students. [Campus / SCE funds] ● Increase the percentage of LEP, Hispanic, AA, ECON DIS student participation in Honors classes. [Campus / SCE funds] ● Continue focusing on closing the gap in SpEd and LP accountability groups. [Campus / SCE 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...

- BrightBytes Survey
- Technology Hardware and Software Inventory
- Staff Survey on Technology Uses and Needs (09/04/18)
- Survey on Computer Lab Wants and Needs (05/22/18)

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"> ● 80% of teachers believe technology enhances learning and their daily life ● 76% of teachers report high quality internet speed ● 76% of students report that they use computers in their classroom at least weekly ● 73% of teachers feel confident in their foundational technology skills ● 69% of teachers get devices for their students when needed more than half the time ● An increased use of Google classroom to allow student access to material ● An increased use of intervention programs (IXL, Achieve3000, etc.) ● An increased use of technology for assessment and immediate feedback (Kahoot, Quizlet, Quizizz, etc.) ● An increased use of technology to facilitate 504 and SpEd accommodations ● Willingness of staff to improve technology skills and integrate technology in lessons ● Strong support from campus technology staff ● Core content classes will each have 2:1 access to Chromebooks after next year’s rollout to math classes ● 100% of students at McMath passed IC3 certification exam in the PIT class 	<ul style="list-style-type: none"> ● Increase online collaboration between students (only 24% of teachers do this monthly) ⇒ Online collaboration is also the highest expressed topic of interest for teacher PD on BrightBytes survey ● Increase digital citizenship skills (only 14% of students are taught this monthly) ⇒ Just 24% of teachers consider themselves highly knowledgeable in this subject area ● Acquire more Chromebooks in order to become a 1:1 campus (core teachers need classroom sets and non-core teachers [including self-contained and resource classes] have no Chromebooks and limited access to computer labs) ● Improve replacement program for damaged Chromebooks ● Require students to take a wheel class covering basic keyboarding skills and computer use ● Increase parental awareness of student access to digital resources ● Provide workshops on how fellow teachers are effectively utilizing technology in their specific content area ● Create “How to Use...” PDs on various software (Google apps, Canvas, Nearpod, Padlet,

	<p>multimedia software, etc.)</p> <ul style="list-style-type: none"> ● Provide PD opportunities for the improvement of the 4 C's of digital learning (Communication, Collaboration, Critical Thinking, and Creativity) ● Provide additional SpEd tech support ● Replace projectors and upgrade to Smartboards
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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.)...

<ul style="list-style-type: none"> ● At McMath Middle School, there is an overwhelming request for more Chromebooks and a move toward becoming a 1:1 campus (using campus, district and Title I funds) to achieve an increased level of student engagement. [Campus / SCE funds] ● An improved or alternative replacement program is needed to address the difficulty currently faced with replacing damaged Chromebooks. [Campus / SCE funds] ● Teachers would like additional training to see technology used effectively to enhance learning in their specific content area. [Campus / SCE funds] ● Teachers would also like additional training on available software, especially those involving multimedia skills. [Campus / SCE funds] ● An improvement in the application of the 4 C's of digital learning (Communication, Collaboration, Critical Thinking, and Creativity) is needed. A wheel class on basic keyboarding skills would enhance the students' ability to interact with campus technology. [Campus / SCE funds] ● An increase in parental awareness of their student's access to digital resources would enable parents to encourage additional learning outside of school. [Campus / SCE funds]



Summary of Priority Needs

Demographics...

- The McMath faculty is more balanced than most in gender, our teacher population is not as diverse as our students. [District FTEs]
- The LEP and Econ Dis student population has risen and there is a need for focus of specific interventions and supports. [Campus / SCE funds]

Student Achievement...

- Concentrate efforts in the areas of Social Studies and SPED and LEP students. [Campus / SCE funds]
- Increase the percentage of LEP, Hispanic, AA, ECON DIS student participation in Honors classes. [Campus / SCE funds]
- Continue focusing on closing the gap in SpEd and LP accountability groups. [Campus / SCE funds]

School Culture and Climate...

- Create a list of tradition and celebrate them as such via social media/website. [Campus / SCE funds]
- Create and publish form for parents to give feedback about various school interactions. [Campus / SCE funds]
 - Have this data to be examined on a weekly basis by the groups necessary to make change.
- Gather student input (via technology) to determine likes/dislikes for extra curricular activities. [Campus / SCE funds]

Staff Quality, Recruitment and Retention...

- Increased ESL support in all core classes to match increased ESL student population [Campus / SCE funds]

- Training for experienced mentor teachers to support new teachers and mid-year hires [Campus / SCE funds]

Curriculum, Instruction, and Assessment...

- With the DHS learning community focus on literacy, our non-ELAR staff need training in ways to incorporate and support literacy instruction within their contents. [Campus / SCE funds]
- Systematic approach to vocabulary, both academic and non-academic. [Campus / SCE funds]
- Include necessary vocabulary lists per grade level within curriculum documents. [Campus / SCE funds]

Family and Community Involvement...

- Our campus would benefit from more community involvement with our students. [Campus / SCE funds]
- Possible community event hosted by MMS. [Campus / SCE funds]
- Continue events at MMS that support parent participation. [Campus / SCE funds]
- Making sure all methods of outreach are utilized (Eblast, Facebook, emails, etc.). [Campus / SCE funds]

School Context and Organization...

- Communication with the ESL population is a strong need for McMath. [Campus / SCE funds]
- Ensuring that ESL parents are connected and plugged into our school is vital for student-success. [Campus / SCE funds]
- McMath needs additional support in translation when sending out TAC emails to parents. Teachers also struggle communicating with various parents due to inaccurate email, phone numbers, and addresses. [Campus / SCE funds]
- Many parents are also unaware of HAC. [Campus / SCE funds]

Technology...

- At McMath Middle School, there is an overwhelming request for more Chromebooks and a move toward becoming a 1:1 campus (using campus, district and Title I funds) to achieve an increased level of student engagement. [Campus / SCE funds]
- An improved or alternative replacement program is needed to address the difficulty currently faced with replacing damaged Chromebooks. [Campus / SCE funds]
- Teachers would like additional training to see technology used effectively to enhance learning in their specific content area. [Campus / SCE funds]
- Teachers would also like additional training on available software, especially those involving multimedia skills. [Campus / SCE funds]

- An improvement in the application of the 4 C's of digital learning (Communication, Collaboration, Critical Thinking, and Creativity) is needed. A wheel class on basic keyboarding skills would enhance the students' ability to interact with campus technology. [Campus / SCE funds]
- An increase in parental awareness of their student's access to digital resources would enable parents to encourage additional learning outside of school. [Campus / SCE funds]

Campus Leadership Team (CLT)

CLT Members

Role	Name
Principal	Dr. Buddy Dunworth
Assistant Principal	Kelly Francis
Assistant Principal	Jeff Panter
Assistant Principal	Dr. Divya Ryan
Counselor	Brian Adams
Teacher	Jana Cantrell
Teacher	Tessa Baker
Teacher	Natasha Driedger
Teacher	Nonie Phillips
Teacher	Tim Threlfall
Campus-Based Nonteaching Professional	Ana Modrow
Campus-Based Para or Operations Staff Rep	Roman Herrera
District-Level Professional	Emily Thompson
Parent Rep	Jana Cantrell
Parent Rep	Jeff Panter
Community Rep	Bill Reed
Community Rep	Gail Frisby
Business Rep	John Thompson

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

Date	Time	Location
9/10/18	3:45pm	Library
11/12/18	3:45pm	Library
1/14/19	3:45pm	Library
4/15/19	3:45pm	Library

Denton High School



Campus Improvement Plan 2018-19

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)

Denton High School: Mission, Vision, and Values

District Mission

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

School Mission

Denton High School, in partnership with the home and community, is dedicated to the development of knowledgeable, compassionate individuals who actively and ethically contribute to the betterment of our world.

School Vision

By providing challenging and educational experiences that encourage cooperation, creativity and intercultural understanding, DHS aims to create life-long learners who embrace the diversity of others.

COMMITMENTS:

- Cultivate meaningful and supportive relationships, putting others before self and embracing diversity.
- Take responsibility for personal success, expect excellence in every endeavor, and strive to reach our full potential through dedication, perseverance, and hard work.
- Respect our school, community, and selves.
- Prepare every student to compete in the global workforce by providing a safe, challenging, and relevant learning environment to create limitless opportunities.
- Develop responsible global citizens in an environment of personal and shared accountability by taking ownership of our actions and the way we represent our campus.
- Build character upon mutual trust and authenticity.
- Maintain high standards for future-focused learners through collaboration and continuous growth.

School Values

WIG 1: Denton High School will increase the academic success of its At-Risk population (defined as Econ. Disadvantaged or Low-SES in state reporting) as evidenced by a 5% increase in EOC scores in Alg. I, Eng I, and Eng. II and an 10% reduction of academic failures.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Unit plans (based on existing MYP models) will be submitted by PLC groups or individual teachers for administrative review.	PLC's Teachers Administration (review by department)			Weekly review by Administration and evidence in TTESS Walkthroughs.	Targeted goals for Common Assessment, Performance on EOC's, reduction of failure rate.	Oct. Jan. April
Learning Targets will be posted and reviewed daily in each classroom	PLC's Teachers Administration			TTESS Walkthroughs DHS Learning Walkthroughs	Student Surveys Targeted goals for Common Assessment, Performance on EOC's, reduction of failure rate.	Oct. Jan. April
Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices. Prior year EOC, AP, and IB data will be analyzed and prepared (graphically) for PLC work days by administration (Hays).	PLC's Administration (by department) <u>ELA</u> - Thaggard <u>Math</u> - Nedrow <u>Sciences</u> - Smith <u>Social Studies</u> - Perez			Submission of agendas, goals, and performance data to administration. Administration meetings with PLCs.	Achievement of goals Performance on Common Assessment and EOC's	Oct. Jan. April
Instructional coaches will be utilized to assist new faculty members with any instructional issues/questions related to the above Leads. An IB-experienced Instructional Coach will assist faculty with any issues related to MYP unit plans. Administration will frequently follow-up with IC's and new faculty to ensure that needs are being met.	Instructional Coaches Faculty Jennifer Phillips (IB specialist) Administration			Pedagogically aligned Learning Targets and MYP unit plans (especially from new faculty members)	Targeted goals for Common Assessment, Performance on EOC's, reduction of failure rate. Increased Teacher Retention	Oct. Jan. April

WIG 1: Denton High School will increase the academic success of its At-Risk population (defined as Econ. Disadvantaged or Low-SES in state reporting) as evidenced by a 5% increase in EOC scores in Alg. I, Eng I, and Eng. II and an 10% reduction of academic failures.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
At-Risk students will be identified as incoming freshmen and monitored by a dedicated administrator for interventions. Sophomores identified as At-Risk as freshmen will continued to be monitored as well.	Matt Smith - 9th(AP), Scott Nedrow - 10th (Assoc. Prin) Administrators			Administrative review during weekly Admin. meetings.	Decrease in academic failures. Increase in At-Risk EOC passing rates.	Jan. 2018 June 2018
Saturday Schools will be utilized for academic support of students with truancy and/or failure issues.	Select faculty Administration	\$5000		Saturday school rosters	Reduction of Saturday school attendance through the year. Decrease in academic failures. Increase in At-Risk EOC passing rates.	Jan. 2018 May 2018
Assigned and voluntary EOC tutorial sessions will be implemented for Eng. I, Eng. II, and Alg. I	Select faculty Administration	\$5000		Attendance rosters and teacher/admin. referrals.	Increase in At-Risk EOC passing rates.	May 2018
Campus-wide focus on Instructional Time through the implementation of "Tardy Tables", hallway sweeps, and awareness of assembly/activity planning. Online tardy tracking system will be utilized.	Administration, SRO, select faculty members			Reduction of tardies and increase of attendance rate.	Cognos and eSchools reports Online tardy tracking system.	Monthly
Use of SCE funding to hire a teacher to work with At-Risk algebra/Geometry students.	Tina Glisson	\$60,000 1 FTE		Course in Master Schedule	Passing rate for Alg.I repeat students	N/A

WIG 2: Within Advanced Academics, Denton High School will increase the number of IB Diploma candidates who earn the full diploma to 60% and increase the IB exam passing rate to 70%. The percentage of AP students who pass AP exams will increase to 40%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Review of IB and College Board (AP) prior year Summary reports with faculty. Utilization of Instructional Reports in TTESS goal formation with TTESS evaluator.	Principal, Associate Principal Faculty members			Meeting with individual faculty and/or PLC groups TTESS documentation in Strive	Formation of instructional goals and objectives	Dec.. 2018 Apr. 2019
Learning Targets reflective of MYP unit plan goals	Faculty			Learning Targets displayed in classrooms that reflect rigor of unit plans (TTESS walkthroughs)	Increased passing rate of IB and AP exams Increased % of IB and AP students taking exams.	Jan 2019 May 2019 Summer 2019 (scores reported)
Evidence of student work at appropriate levels of rigor	Faculty Principal, Associate Principal Kim Thaggard (AP) IB Instructional Coach			TTESS Walkthroughs TTESS Pre and Post Observation Meetings PLC meetings	Increased passing rate of IB and AP exams Increased % of IB and AP students taking exams.	Oct. 2018 Jan 2019
Use of an IB Instructional Coach to assist honors faculty (especially new faculty) with MYP and DP unit design, IB assessment, and appropriate rigor of instruction and materials.	IB Instructional Coach (Jennifer Phillips)			TTESS Walkthroughs TTESS Pre and Post Observation Meetings PLC meetings	Increased passing rate of IB exams Increased % of IB students taking exams.	Jan 2019 May 2019 Summer 2019 (scores reported)
Increase opportunities for student involvement through activities, organizations, and clubs/non-UIL teams	Principal Associate Principal CLT			Review of current offerings and addition of requested organizations (ie, French National Honor Society and Mountain Bike Race Team)	Increase in organization memberships	October 2018 January 2019
IB Head of Schools and Instructional Leadership professional development provided for Administration	Administration Beth Hughes Crystal	(IB funds)		HoS training - Rice University (Jan 2019) Ongoing Instructional Training Conference of the Americas	Increased passing rate of IB exams Increased % of IB students taking exams.	Jan. 2019 Summer 2019

WIG 2: Within Advanced Academics, Denton High School will increase the number of IB Diploma candidates who earn the full diploma to 60% and increase the IB exam passing rate to 70%. The percentage of AP students who pass AP exams will increase to 40%.

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



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...

AWARE
Learning Walks (w/ Academic Coaches)
Assessment Planning
Lesson Plans
Technology survey
End of Course Results

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

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>Active Instructional Coaches (Coaching) ITS working as “Technology Instructional Coach” Staff with a Growth Mindset Working Knowledge of TEKS TEA Distinctions in ELA/Reading, Math, and Social Studies Increased enrollment in IB courses.</p>	<ul style="list-style-type: none"> - Continue work on MYP format to produce a common lesson plan format and submission procedures is a strong need at Denton High School which could strengthen the rigor seen in the classroom. Seventy-two percent of parent respondents to the Campus Culture & Climate Survey feel that students at DHS are not challenged enough by their schoolwork and a common lesson plan format and submission procedure could potentially mitigate that feeling. - Continue focus on displaying daily learning targets/objectives/enduring understandings/inquiry questions will work towards the weakness that Denton High appears to have among 53 percent of parents who disagree that “teachers successfully show students how lessons relate to life outside of school (Campus Culture & Climate Survey). - DHS should continue to strengthen common assessments, ensuring they are

	<p>aligned with the TEKS to ensure that the achievement gap showing approximately 20 percent lower scores for economically disadvantaged at Denton High on STAAR for Level II or better as compared to the rest of the district taking English I and English II (Texas Academic Performance Report, Campus Performance). Algebra 1 STAAR achievement for at Level II or better was lower than the district as well by 13 percentage points (Texas Academic Performance Report, Campus Performance). These common assessments could be generated at the building or district level.</p> <p>- Continue and expand data driven PLC for each subject area with administration to lead some of the PLC meetings. Administration periodically present would support and refine the data discussion and is based on a survey taken by teachers which stated that 89 percent of teachers feel that “we have administration support,” indicating a level of trust that would likely support this form of discussion (Campus Culture & Climate Survey).</p>
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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.)...

Denton High School will continue to utilize Professional Learning Communities to ensure that the curriculum that is delivered addresses student needs as well as satisfies the standards and expectations of the STAAR, AP, and the International Baccalaureate. The standardization and use of unit plans (developed from existing MYP unit plans) would assist in planning and TTESS monitoring. Learning Targets should be posted in classrooms daily as part of best-practices.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
2017 Stoplight High School Data
Overview of 2017 State Accountability System
TEA Distinction Designation Summary
Campus Culture and Climate Survey (Fall 2017 and Spring 2018)
College Board reporting
IB snapshot

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">- Graduation rate = 95.2%- CTE Coherent sequence graduates = 47.8%- 68.4% of ELA AP examinees met standard in 2-17/18- Drop-out rate remains at 0.7% (2016-2017)- 43.6% of students listed as low-SES (down from 46.0% in 2016)- Attendance rate improved slightly to 94.5% (from 93.7%)	<p>Continued focus on the English 1 and Alg 1 EOC with low-SES students.</p> <p>Focus on Reading Improvement with all sub-populations.</p> <p>36.5% of student population classified as At-Risk.</p> <p>Training and focus on Readers/Writers workshop model for select ELA PLC's.</p> <p>Incentives to continue attendance improvements.</p> <p>16.2% of student population classified as Highly Mobile. Reading intervention specifically needed for this 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.)...

Denton High School will continue to improve the academic success of its Low-SES, African-American and Hispanic populations in English, Science, and Alg. I. The At-Risk Monitoring program begun in 2017 will continue with two Administrators with increased focus on low-SES 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...

Campus Culture and Climate Survey (Spring 2018) TAPR PTSA Feedback CLT Community Member Feedback

Findings/Analysis

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

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

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

Strengths...	Needs -
<ul style="list-style-type: none"> - Communication with stakeholders has improved through increased use of social media, Naviance, and School Messenger. - Our athletics, fine arts, UIL and International Baccalaureate programs have all established and maintained boosters, which continue to fundraise and support their respective organizations. - Each of these groups feels that there are open lines of communication between their organizations, as well as the individuals in their organizations, and the Denton High School administrative staff. 	<p>DHS needs improved measures to communicate with its Spanish-speaking families. While many of our letters and call-out are bilingual, we need to increase the number of meetings where we employ school and district translators to communicate information and get questions in real time from our parents.</p> <ul style="list-style-type: none"> - We need to increase administrative/faculty membership in Denton community auxiliaries, clubs and service organizations that can act as a liaison for pertinent information coming from the community as well as opportunities for our staff and students to get involved. - Recruit more parent volunteers for PTSA. - Continue updates to school website.

Summary of Needs

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

Denton High School will continue to open its outreach to our Spanish-speaking families and well as those of at-risk students so that ALL students and families on our campus feel that they have clear and transparent lines of communication. We need to continue to improve communication with stakeholders and streamline/update channels of communication.



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...

Campus Culture and Climate Survey (Fall 2017 and Spring 2018)
Administrative Staff Feedback
CLT and ALT meetings
Demographics (PEIMS reporting and Data Binder)
TAPR (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...
<ul style="list-style-type: none"> - Increased administrative Engagement ratings as listed in the Campus Culture and Climate survey. - Currently Denton High School maintains a full teaching staff to accommodate our student numbers and course requests. - The administration is now lead by a highly-qualified principal, with over 24-years of experience in secondary education, with 5 of those in administration. - Our associate principal position was recently filled by a highly-qualified principal, who has had over 15 years’ experience in education, as both a secondary athletic director and as a sitting principal. - Increased administrative presence in PLC planning and meetings. - Denton High School has 3 highly-qualified assistant principals who fulfill a number of roles on our campus, ranging from teacher evaluations to student discipline. 	<ul style="list-style-type: none"> - An Executive Committee should be formed to focus on communication between departments and activities. - Faculty has expressed an interest in more opportunities for leadership roles. - Faculty would like more opportunities for professional development. - Parents have stated that communication between Counseling/Teachers/Administration can be “haphazard” or “sent through too many channels.”

Summary of Needs

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

Denton High school has a great administrative foundation which it will build upon in the 2018-2019 school year with the addition of administrators that will provide specific and necessary skill-sets. Communication between administration, counseling, and teachers needs to be improved.



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 and Climate Survey (2018)
TAPR (2017)
PTSA Feedback
CLT Community Member Feedback
2016-2017 Senior Survey
DHS Bond Committee 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...
<ul style="list-style-type: none"> - Passage of DISD Bond for new school building has had a positive effect on stakeholder attitudes towards school leadership, the Board of Trustees, and DISD Central administration. - 70% of both employees and parents feel that the school-based administrators (principals and assistant principals) are available when they have a concern. - Experienced counseling department (including Student Assistance Counselor). - 78.9% of the Class of 2017 felt that the staff worked hard to provide a safe and drug free environment. - 71.0% of students felt that school rules were fairly and consistently enforced. - 72% of both employees and parents feel that all students are aware of the safety and security procedures. - 79% of employees and 74% of parents feel that the school is physically safe. - Faculty feel that the Tardy Table/Increase in Instructional Time procedures have helped. 	<ul style="list-style-type: none"> - Students and parents report a need for more opportunities for student engagement (activities, clubs, organizations, etc.) - Parents feel there is a significant need for students to treat each other with respect. - Various stakeholders express concern related to the transition to a new building for DHS (traditions, artifacts, etc.). - Parents feel there needs to be more awareness of safety and security procedures. - Employees feel students need to treat each other with more respect. - Employees state that discipline reporting can be improved. - Employees feel that all <u>students</u> need to be more aware of safety and security procedures.

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.)...

Community involvement and input related to the transition to the new school will need to be communicated and transparent.
 There is a desire for more avenues of involvement for students.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary (TAPR 2016-2017)
2017 Spotlight High School Data
Overview of 2017 State Accountability Safeguards
TEA Distinction Designation Summary
Campus Culture and Climate Survey
Human Resources records

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">- Average faculty experience is 11.3 years (above state average)- 34% of faculty has a Master’s Degree or higher (12% above state average).- Above state average for teachers who have 10+ years of experience.- Instructional coaches have conference periods/blocks dedicated to working with faculty.- Total minority staff has increased to 38.3%	<ul style="list-style-type: none">- DHS is lower than state and district average in the percentage of Hispanic faculty members.- Develop Honors faculty (IB/AP/Dual Credit) recruitment and training.- Assign Instructional Coaches to First Year Teachers to mentor, observe, and coach in areas of C&I and classroom management.- Address retention rate of faculty.

Summary of Needs

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

Denton High School will utilize instructional coaches as a supportive measure for new and seasoned staff members to improve the quality of our instruction, increase student achievement, and create an environment that will attract and maintain highly qualified staff. Increases in training, professional development, and PLC involvement are needed to address teacher retention.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
2017 Stoplight High School Data
Overview of 2017 State Accountability System
TEA Distinction Designation Summary
AP Instructional Reports
IB Snapshot

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"> - 18 Full IB Diploma recipients (earning between 24 and 32 college credit hours) - Diploma Programme Scores increased in all but two subjects. - IB Diploma Programme Retention Rates increased. - IB Diploma Programme College Acceptance Rate (100%) - TEA Distinction for Social Studies (2017-2018) - TEA Distinction for ELA/Reading (2017-2018) - TEA Distinction for Math (2017-2018) - Met TEA Standards on: <ul style="list-style-type: none"> Student Achievement: Closing Gaps Student Progress: Post-Secondary Readiness - Increase in the number of students taking AP tests 	<ul style="list-style-type: none"> - Increase scores in English I, Algebra, and Biology. - Increase the number of low SES students that pursue/enter Advanced Academics - Continue academic monitoring of low-SES (At-Risk) students - Create STAAR tutorials outside of the school day to provide extra support for students who are not performing to potential on English and Math STAAR. - Early intervention with incoming 8th graders through vertical planning and data

Summary of Needs

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

Denton High School will continue to monitor low SES (At-Risk) freshmen and sophomores to decrease failure rate and increase EOC passing percentage. IB and AP exam passing rates (and % tested) need to increase as well as the number of students completing Dual Credit courses.



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...

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

Denton High School needs to provide additional training for Chromebooks and other classroom technologies. The new ITS (Ben Hokamp) will be a great asset in the implementation of Chromebook adoption for ELA.



Summary of Priority Needs

Demographics...

Denton High School will continue to improve the academic success of its Low-SES, African-American and Hispanic populations in English, Science, and Alg. I. The At-Risk Monitoring program begun in 2017 will continue with two Administrators with increased focus on low-SES students.

Student Achievement...

Denton High School will continue to monitor low SES (At-Risk) freshmen and sophomores to decrease failure rate and increase EOC passing percentage. IB and AP exam passing rates (and % tested) need to increase as well as the number of students completing Dual Credit courses.

School Culture and Climate...

Community involvement and input related to the transition to the new school will need to be communicated and transparent.

There is a desire for more avenues of involvement for students.

Staff Quality, Recruitment and Retention...

Denton High School will utilize instructional coaches as a supportive measure for new and seasoned staff members to improve the quality of our instruction, increase student achievement, and create an environment that will attract and maintain highly qualified staff. Increases in training, professional development, and PLC involvement are needed to address teacher retention.

Curriculum, Instruction, and Assessment...

Denton High School will continue to utilize Professional Learning Communities to ensure that the curriculum that is delivered addresses student needs as well as satisfies the standards and expectations of the STAAR, AP, and the International Baccalaureate. The standardization and use of unit plans (developed from existing MYP unit plans) would assist in planning and TTESS monitoring. Learning Targets should be posted in classrooms daily as part of best-practices.

Family and Community Involvement...

Denton High School will continue to open its outreach to our Spanish-speaking families and well as those of at-risk students so that ALL students and families on our campus feel that they have clear and transparent lines of communication. We need to continue to improve communication with stakeholders and streamline/update channels of communication.

School Context and Organization...

Denton High school has a great administrative foundation which it will build upon in the 2018-2019 school year with the addition of administrators that will provide specific and necessary skill-sets. Communication between administration, counseling, and teachers needs to be improved.

Technology...

Denton High School needs to provide additional training for Chromebooks and other classroom technologies. The new ITS (Ben Hokamp) will be a great asset in the implementation of Chromebook adoption for ELA.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Karen Crockett
Teacher	John Curtis
Teacher	Carl Herrmann
Teacher	Charles Brown
Teacher	Matthew Naylor
Teacher	Brian Wilson
Teacher	
Campus-Based Nonteaching Professional	Doretha Hudspeth
Campus-Based Para or Operations Staff Rep	Leslye Rosin
District-Level Professional	Dr. Daniel Lopez
Parent Rep	Laura Boring
Parent Rep	Ellen Sawko
Community Rep	Will Thaggard
Community Rep	Jenn Fowler
Business Rep	
Business Rep	

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

Date	Time	Location
October 1st, 2018	4:15pm	Rm 106
December 3rd, 2018	4:15pm	Rm 106
February 4th, 2018	4:15pm	Rm 106
April 1st, 2018	4:15pm	Rm 106

Guyer Zone



Campus Improvement Plan 2018-19

Dorothy P. Adkins Elementary School



Learn. Connect. Serve.

Campus Improvement Plan 2018-19

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

Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world. Learn. Connect. Serve.

School Vision

We believe to accomplish our mission as a staff we must be a school that:

- Is open and flexible in our thinking;
- Commits to professional learning in an on-going way;
- Constantly evaluates our practice to assess positive learning outcomes;
- Creates and fosters opportunities for our students, parents, and community to connect with one another in meaningful ways;
- Supports students' leadership development at every opportunity;
- Partners with parents in decision making and implementation;
- Listens to feedback from all members of our learning community

School Values

In order to achieve our vision we have made the following commitments:

- We will celebrate our students' learning successes.
- We will provide a school environment that focuses on learning.
- We will model, mentor, teach, and support one another in our professional development.
- We will engage in a positive way.
- We will engage in professional, open, and honest communication that is built on a foundation of trust.
- We will implement a system of intervention that will promote student success.
- We will honor our students efforts to serve others and our community as a whole.

WIG 1: By May 2019, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Math and Reading for every student. This will be evidenced by:

- **Kindergarten - 2nd Grades: Early Literacy Inventory - 95% of students ending the year "On-Level" with 5% or fewer ending at "Progressing"**
- **Kindergarten - 2nd Grades: Early Numeracy Assessment - 95% of students ending the year "On-Level" with 5% or fewer ending at "Progressing"**
- **3rd - 5th Grades: STAAR - increase the combined expected and accelerated progress rate 5% points in reading and math (currently 73% in Reading, 78% in Math)**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reading Intervention Specialist, 3rd - 5th Grade ½ time	Read Int	SCE: \$30,000.00 FTEs: 0.5		Bi-weekly progress review with schedule discussion based on data review	Standards based assessment data; STAAR data	September; January; May
Math Intervention Specialist, 3rd - 5th Grade ½ time	Math Int	SCE: \$30,000.00 FTEs: 0.5		Bi-weekly progress review with schedule discussion based on data review	Standards based assessment data; STAAR data	September; January; May
Kindergarten - 2nd grade Literacy Groups; 1st Grade Reading Recovery	Read Rec	SCE: \$30,000.00 FTEs: 0.5		Bi-weekly progress review with schedule discussion based on data review	ELI; Standards Based Report Card Assessments	September; February; May
Professional Learning Community Meetings for Classroom Teachers held weekly	Teachers; Admins; Instruct Support Staff			PLC Agendas; Common Assessment Data	Standards based assessment data; STAAR data; ELI; Primary Numeracy; Standards Based Report Card Assessments	September; February; June
"Wonder Wednesdays" during which students spend 50 minutes (as teachers hold their PLC meetings) with a variety of student-choice activities provided, including materials from a MakerSpace cart.	Admins; three consistent substitute teachers	Lantana Education Foundation		Classroom observations; notes from Wonder Wednesday teaching staff;	Standards based assessment data; STAAR data; ELI; Primary Numeracy; Standards Based Report Card Assessments	September; February; June
Participation of Kindergarten, 1st, 2nd grade teachers in Adkins Literacy Cadre professional development including book study (title TBD)	K-2 teachers Read Rec			Book study (title TBD); Lucy Calkins materials; attendance at all PD sessions; follow up meetings and classroom observations	Standards based assessment data; STAAR data; ELI; Standards Based Report Card Assessments	August; March; May
Participation of Kindergarten - 5th grade literacy teachers in Lucy Calkins Units of Study Collaboration PD with Elementary Language Arts Curriculum director	K-5 teachers; Reading Int			Implement LC to further instructional efficacy of the program	Standards based assessment data; STAAR data; ELI; Standards Based Report Card Assessments	September, October, December, February, March

WIG 1: By May 2019, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Math and Reading for every student. This will be evidenced by:

- **Kindergarten - 2nd Grades: Early Literacy Inventory - 95% of students ending the year "On-Level" with 5% or fewer ending at "Progressing"**
- **Kindergarten - 2nd Grades: Early Numeracy Assessment - 95% of students ending the year "On-Level" with 5% or fewer ending at "Progressing"**
- **3rd - 5th Grades: STAAR - increase the combined expected and accelerated progress rate 5% points in reading and math (currently 73% in Reading, 78% in Math)**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Purchase, training, and implementation of iStation Reading with ISIP assessment tools; Imagine Math with BOY, MOY, and EOY assessments.	Classroom teachers; specialists ; Admin.	Lantana Education Foundation		PLC Agendas; Common Assessment Data	Standards based assessment data; STAAR data; ELI;Primary Numeracy; Standards Based Report Card Assessments	September; February; May
Lucy Calkins Reading and Writing Projects attendance in New York City and Homegrown Institute at Denton ISD. Writing improvement is intertwined with Reading progress.	All grades are implementing; Kindergarten - 5th grade Admins; Read Int Specialists	Lantana Education Foundation		Implement PLC work to further instructional efficacy of the program	Standards based assessment data; STAAR data; ELI;Primary Numeracy; Standards Based Report Card Assessments	August; March; May
Focused professional development supporting mathematics instruction.	Math Int K-5 teacher reps			Attendance and active participation in training; lesson plans; classroom observation post training.	Standards Based Report Card Assessments; Primary Numeracy; STAAR data	September; February; May
Universal, Supplemental, and Individualized Support provided for students during the day, academic and behavior support.	All Staff	Lantana Educational Foundation		Universal Screeners, formative and summative data, PLC agendas, CHAMPS training	Standards based assessment data; STAAR data; ELI;Primary Numeracy; Standards Based Report Card Assessments	September; February; May
Master Schedule supports students not being pulled during Universal Instruction. Staff members are collaborative and intentional in scheduling, keeping the students' best interest in mind.	All Staff			Universal Screeners, formative and summative data, PLC agendas, CLT	Standards based assessment data; STAAR data; ELI;Primary Numeracy; Standards Based Report Card Assessments	September; February; 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...

- UbD Units of Study
- District Scope and Sequence
- Lucy Calkins Curriculum
- Standards-Based Curriculum Resources and Assessment Materials
- Survey Results from Parents, Students, and Teachers
- 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...
<ul style="list-style-type: none">● High achievement in assessment results, both local and state data● Workshop model used across grade levels in reading, writing, and math● Students, teachers, and parents report high levels of satisfaction with instructional delivery and readiness for next grade level● Assessments are used to provide differentiated instruction for students	<ul style="list-style-type: none">● Alignment of District assessments with LC Readers' and Writers' Workshop assessments● Continue to hone Assessment for Learning Practices● Integrating writing into every content area

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>Plan to invest grant money from Lantana Foundation for Professional Development, PLC work;</p> <p>Continue emphasis on training of UbD Units of Study and Assessment for Learning practices;</p> <p>Work more closely with district curriculum team, especially in regards to Assessment Strategies and curriculum documents moving to 9 week grading periods. Lucy Calkins Reading and Writing Units of Study will continue.</p>
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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, 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
- Special Program Participation
- At-Risk by Category
- 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...
<ul style="list-style-type: none">● 97 % attendance rate● Teacher / Student ratios very healthy● Low mobility rate● High GT population 13.85%	<ul style="list-style-type: none">● Racial and ethnic diversity is low among staff and 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.)...

Continued professional development for implementation of instructional strategies in the classroom that close the learning/achievement gap between students who come from financially stable homes and those whose families face financial insecurity. Students need to engage and partner in their own learning process, regardless of financial stability.



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 and community volunteer rates; District Culture and Climate Survey, Support from Community Partners

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"> ● High rates of involvement, volunteerism, participation in events. ● Communication between home and school is very healthy. 	<ul style="list-style-type: none"> ● Continue to reach out to area partners. ● Continue to connect with families of all backgrounds. ● Include working parents in activities. ● Adkins Elementary sharing its story through social media more often.

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 keep up purposeful communication between home and school while adding a focused effort for teachers and staff to tell Adkins Elementary’s story through a variety of social media outlets. Explore new ways to incorporate Watch DOGS into our daily school routines and provide dads a monthly Watch DOGS meeting called Donuts with DOGS.



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; teacher survey data; student support schedule; leadership model, communication

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"> ● Connectedness ● High levels of satisfaction reported by staff ● Pervasive sense of all students being “all our kids” ● Collaborative Campus ● Daily Intervention Time in Every Grade Level 	<ul style="list-style-type: none"> ● Culture and Community Building Activities to help continue having a connected staff ● CLT processes continue tightening ● Master Schedule reworked to protect CORE instruction time ● Every grade level sharing 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.)...

Campus Leadership Team will maintain an active role in decision making, leadership, and implementation. Intervention times will be meaningful to grow all students, focusing on essentials for those students who are struggling. Reworking of the master schedule will take place in order to ensure students are not pulled during CORE instruction time.



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...

Adkins Student Survey; Adkins Teacher Survey; Adkins Parent Survey; communication from parents, students, staff; walk through 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">● High expectations for learning● Students are treated fairly, we are trusted.● Student-led initiatives● Family involvement-open door policy● School leadership● Students take ownership of Learn. Connect. Serve.● Implementation of High Flyer Program● Strengths-based campus	<ul style="list-style-type: none">● Families utilize SeeSaw app to view student-life at Adkins● More feedback on students' work● Create more social-gathering time for teachers to get together outside of the school day

Summary of Needs

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

Students need to share their Learn. Connect. Serve. moments with their parents more often using the SeeSaw app. Teachers and students continue to grow in their knowledge of strengths. Provide staff opportunities, inside and outside of school, to socialize together. Have a relationship and open communication with parents to use them as a partner in their child's learning.



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 list with certifications; assessment data from ELI, Kathy Richardson, STAAR;; T-TESS Goal setting for 2017-18; Professional Development records, Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Engaged staff ● Highly committed to the school’s mission, ● Shared community values ● Students-first mentality, focused on students’ need ● Learn. Connect. Serve. Awards ● Be a Witness to the Good. Kudos shared in weekly Aviator News by staff to staff. 	<ul style="list-style-type: none"> ● More diversity on staff ● Creation of more leadership opportunities for staff <ul style="list-style-type: none"> ○ Book Clubs ○ Lab School Steering Committee ○ Leading Committees ● Teachers to utilize the Pineapple Chart

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 we continue to grow, we will need to prioritize recruiting staff members who have experience, and who can bring a diverse perspective to our school. We have added staff awards to be given out at Celebration Meetings to recognize publically the way *Learn. Connect. Serve.* is being lived out by staff members. This tradition needs to continue. We implemented the Pineapple Chart last year where teachers can open up their classrooms to teacher visitors. We need more teachers to take advantage of this in-home professional development. We need to continue to grow shared leadership by helping teachers seek out growth opportunities.



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 K-2nd; Kathy Richardson K-2nd; STAAR assessment data Reading, Math, Writing, Science 3-5; EXPO testing data; iStation and Imagine Math 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"> ● Reading ● Math ● Identifying students' needs ● Differentiation to meet students' needs ● Data shows writing scores improving 	<ul style="list-style-type: none"> ● Continue to focus on Writing school-wide. ● Continue to focus on Science school-wide. ● Continue to ensure students make one year's worth of growth in reading and math.

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.)...

Through the use of best practices, our school as a whole will focus more attention on developing writing and science fluency, making sure to incorporate writing in all subject areas and integrating science concepts into language arts. Identify students not responding to interventions and reassess their needs.

A specific focus will be on students who are already achieving, who need to be pushed and challenged. We will commit to professional study on best practices to maintain student engagement and learning with high achieving students.



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...

Survey data; hardware and software systems; teacher training and leadership in Tech efforts

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"> ● District leader in both equipment and application ● Several teacher leaders in Tech innovation ● Student use of equipment and applications 	<ul style="list-style-type: none"> ● Increase use of Collaborative Lab space and partnership with Librarian/Media Specialist ● Utilize Instructional Technology Specialist to individualize technology instruction to 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.)...

Internally, we will focus on increasing use of Collaborative lab space, as well as the partnership between the classroom teachers and our outstanding library staff. Partner with the instructional technology specialist in a more strategic manner to help individualize professional development on campus. In terms of district efforts, we will continue to partner with the Instructional Technology district staff to lead in technology integration through innovative instructional practice.



Summary of Priority Needs

Demographics...

Continued professional development for implementation of instructional strategies in the classroom that close the learning/achievement gap between students who come from financially stable homes and those whose families face financial insecurity. Students need to engage and partner in their own learning process, regardless of financial stability.

Student Achievement...

Through the use of best practices, our school as a whole will focus more attention on developing writing and science fluency, making sure to incorporate writing in all subject areas and integrating science concepts into language arts. Identify students not responding to interventions and reassess their needs.

A specific focus will be on students who are already achieving, who need to be pushed and challenged. We will commit to professional study on best practices to maintain student engagement and learning with high achieving students.

School Culture and Climate...

Students need to share their Learn. Connect. Serve. moments with their parents more often using the SeeSaw app. Teachers and students continue to grow in their knowledge of strengths. Provide staff opportunities, inside and outside of school, to socialize together. Have a relationship and open communication with parents to use them as a partner in their child's learning.

Staff Quality, Recruitment and Retention...

As we continue to grow, we will need to prioritize recruiting staff members who have experience, and who can bring a diverse perspective to our school. We have added staff awards to be given out at Celebration Meetings to recognize publically the way Learn. Connect. Serve. Is being lived out by staff members. This tradition needs to continue. We implemented the Pineapple Chart last year where teachers can open up their classrooms to teacher visitors. We need more teachers to take advantage of this in-home professional

development. We need to continue to grow shared leadership by helping teachers seek out growth opportunities.

Curriculum, Instruction, and Assessment...

Plan to invest grant money from Lantana Foundation for Professional Development, PLC work;
Continue emphasis on training of Lucy Calkins Units of Study for reading, writing, and phonics (K-2).
Work more closely with district curriculum team, especially in regard to Assessment Strategies

Family and Community Involvement...

Continue to utilize various modes of communication including Twitter, FB, and SeeSaw. Explore new ways to incorporate Watch DOGS into our daily school routines and provide dads a monthly Watch DOGS meeting called Donuts with DOGS.

School Context and Organization...

Campus Leadership Team will maintain an active role in decision making, leadership, and implementation. Intervention times will be meaningful to grow all students, focusing on essentials for those students who are struggling. Reworking of the master schedule will take place in order to ensure students are not pulled during CORE instruction time.

Technology...

Internally, we will focus on increasing use of Collaborative lab space, as well as the partnership between the classroom teachers and our outstanding library staff. In terms of district efforts, we will continue to partner with the Instructional Technology district staff to lead in technology integration through innovative instructional practice. We will be utilizing our Instructional Technology staff to help provide on-site PD which will be tailored to the variety of learning needs.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Mauri Audirsch
Teacher	Jenna Wilson
Teacher	Michelle Lueck
Teacher	Lynsie O'Steen
Teacher	April Kubicek
Teacher	Rachel Archer
Teacher	Mauri Audirsch
Campus-Based Nonteaching Professional	Barbara Kinast
Campus-Based Para or Operations Staff Rep	Kimberly Roban
District-Level Professional	Courtney Martin
Parent Rep	Rachael Barresi
Parent Rep	
Community Rep	Deputy Kady Wilkinson
Community Rep	
Business Rep	Sunny Darden
Business Rep	

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

Date	Time	Location
September 11, 2018	3:10pm	Adkins Learning Commons
November 6, 2018	3:10pm	Adkins Learning Commons
February 5, 2019	3:10pm	Adkins Learning Commons
March 5, 2019	3:10pm	Adkins Learning Commons
April 23, 2019	3:10pm	Adkins Learning Commons

Blanton Elementary School



Campus Improvement Plan 2018-19

Blanton Elementary School

Campus Improvement Plan 2018-19

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

We will work collaboratively to ensure high levels of learning for ALL students, while inspiring and empowering them to become safe, respectful, and caring learners.

School Vision

We believe that our capacity to function as a Professional Learning Community is the foundation for achieving the mission of Blanton Elementary. We envision a school in which staff:

- Collaborate to achieve a common purpose and clear goals
- Seek and implement research-based practices for improving student achievement
- Monitor each student's progress on a continuous basis
- Demonstrate a personal commitment to provide a nurturing learning environment and a willingness to do whatever it takes to promote student success.

School Values

- We will develop relationships with students as the foundation for learning
- We will use data analysis to target specific areas of need
- We will utilize the Texas Essential Knowledge and Skills (TEKS) along with Denton ISD Scope and Sequence to align instruction
- We will engage in research-based staff development opportunities
- We will ensure continuous student improvement through the use of a variety of formative assessment tools
- We will meet individual needs by thinking "out of the box" and doing whatever it takes for *every* child
- We will enjoy the journey!

WIG 1: Blanton Elementary School will focus on ensuring at least one year's growth in Math and Reading for every student. This will be evidenced by:

- **K - 2nd Grades - Early Literacy Inventory - 95% of students ending year "On Level," with 5% or fewer ending at "Progressing"**
- **K - 2nd Grades - Primary Numeracy Assessment - 95% students ending year "Ready," with 5% or fewer ending at "At Risk"**
- **3rd - 5th Grades - Increase Meets and Masters level by 5% in both Math and Reading**
- **4th - 5th Grades - Increase the combined Expected and Accelerated Progress Rate by 5% in both Math and Reading**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize PLCs (4 district provided full days and 6 half days) to add additional time for data review and team collaboration.	Staff and Administration	Lantana Funds; Campus Funds		PLC Meeting Agendas, data review of common assessments and benchmarks; Progress monitoring	Data driven, targeted, small group instruction, data collection; progress monitoring scorecard	November- February-
Vertical PLC Teams to address school-wide instructional practices will meet on district PLC days and every other month	Staff and Administration	Lantana funds; campus funds		Vertical PLC Team Meeting agendas, changes in instructional practices, school-wide systematic approach to instruction; walkthroughs	STAAR, ELI, Primary Numeracy, Istation benchmarks, Imagine Math benchmarks; Formative assessments	November- February-
Utilize progress monitoring of all students through Istation benchmarks for reading and Imagine Math for math as well as report card assessments, common assessments, and campus scorecard.	Staff and Administration	Lantana funds; campus funds		Progress monitoring data	Istation and Imagine Math benchmarks; report card assessments; progress monitoring; common assessments; campus scorecard	November- February-
Focused Professional Development on assessment strategies utilizing our Assessment for Learning Team	AFL Team, Administration	Lantana funds; campus funds		Staff Development Agenda	Increased use of strategies as evidenced in classroom walkthroughs	November- February--
Utilize Fresh Grade and teacher data binders to gather data from formative, common and report card assessments to involve students in monitoring progress and goal setting and developing plans for remediation/extensions of learning.	Staff and administration	Lantana funds; campus funds		Staff Development Agenda, Teacher Data Binders with tracking sheets, Use of Fresh Grade, Campus scorecard, google forms	Student growth as identified on individual goal setting data, lesson planning documentation, intervention and acceleration plans, Istation benchmarks, Imagine Math benchmarks, STAAR, ELI, Primary Numeracy, and campus scorecard	November- February-

WIG 1: Blanton Elementary School will focus on ensuring at least one year’s growth in Math and Reading for every student. This will be evidenced by:

- **K - 2nd Grades - Early Literacy Inventory - 95% of students ending year “On Level,” with 5% or fewer ending at “Progressing”**
- **K –2nd Grades - Primary Numeracy Assessment - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk”**
- **3rd - 5th Grades - Increase Meets and Masters level by 5% in both Math and Reading**
- **4th - 5th Grades - Increase the combined Expected and Accelerated Progress Rate by 5% in both Math and Reading**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize ½ time K-2 and 3-5 Reading Specialists to support reading.	Interventionist; Reading Recovery	SCE \$90,000 FTE 1.5		Reading Intervention groups	Formative assessments, STAAR, Istation benchmarks, ELI, campus scorecard	November- February-
Utilize ½ time 3-5 Math Specialist to support math.	Interventionist	SCE \$30,000 FTE 0.5		Math Intervention groups	Formative assessments, STAAR, Imagine Learning benchmarks, campus scorecard	November- February-
Increase technology integration through the utilization of Chromebooks and Ipads in the classroom.	Administration; Instructional Technologist	Lantana funds		Increase in authentic use of technology at the point of learning	Formative assessment, STAAR, ELI, Istation, Primary Numeracy, Imagine Math scores	November- February-
Implementation by reading teachers using Units of Study for Reading by Lucy Calkins	ELA teachers; district coach	Lantana funds		Implementation of units of study for reading	Istation benchmarks, report card assessments, Lucy Calkins Learning Progressions, Reading STAAR	November- February-

WIG 2: Blanton Elementary School will develop a comprehensive approach to the holistic (social/emotional/behavioral) growth of every child with all stakeholders. This will be evidenced by:

- **Climate and culture surveys-Increase of 5% parent satisfaction in areas of academic and student support**
- **Discipline Data-reduction in office referrals**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Strengths Academy for 4th and 5th grade students	4th and 5th grade Teachers; Counselor	Lantana funds; campus funds		Weekly Strengths academy lessons for all 4th and 5th grade students; online portfolio	Increased awareness of strengths and how to use them	November-February-
Renewed commitment to the STOIC model and CHAMPS	Staff; Administrators	Lantana funds; campus funds		School-wide protocols for common areas	More on task behavior and less office referrals	November-February-
Use of Restorative Practices in classrooms	Staff; Administrators	Campus funds		Treatment Agreements in classrooms; Circles in classrooms; lesson plans	More on task behavior and less office referrals; parent and student surveys	November-February-
Online portfolio (Fresh Grade) to communicate student learning with students and parents	Staff, students, administrators	Lantan funds		Fresh Grade usage data	Improved community survey results reporting an increase in academic communication	November-February-
Curriculum Nights to communicate with parents about grade level curriculum and instructional strategies	Staff; administration; interventionists	Lantana funds; campus funds		Presentation materials for these parent nights	Improved community survey results reporting an increase in academic communication; improved relationships with parents	November-February-
KORT (Knights of the Round Table) opportunities for 5th grade students to serve the community	KORT Sponsor; administration	Lantana funds; campus funds		KORT student field trip in the community, KORT roster for serving during arrival time and peer welcoming	Increase in confidence and communication skills of KORT members and awareness of ways to serve the community	November-February-
PALS Program to foster relationships among students in need	Counselor			Mentor roster; plans for PALS sessions	Improved attendance and social skills	November-February-
Utilize PTA and Watch DOGS to increase parental involvement and volunteer programs	PTA, Staff, administration and			Volunteer hours	Volunteer hours	November-February-

WIG 2: Blanton Elementary School will develop a comprehensive approach to the holistic (social/emotional/behavioral) growth of every child with all stakeholders. This will be evidenced by:

- **Climate and culture surveys-Increase of 5% parent satisfaction in areas of academic and student support**
- **Discipline Data-reduction in office referrals**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	volunteers					
Utilize Career Day to allow student exploration of various careers without bias	Counselor , community volunteers			Career Day schedule	Student survey	November- February-
Schedule events for students to showcase their learning, including Fine Arts Night, Musicals, Student Led Conferences, ELA Night, Math Night, and choir performances	Teachers			Calendar of special events	Improved community survey results reporting an increase in participation	November- February-
Students will receive lessons throughout the year on the importance of physical activity, nutrition choices, and overall healthy lifestyle choices.	Nurse; Teacher			Lessons provided to students by both PE teachers and school nurse related to overall healthy lifestyle choices	Improved attendance rates and participation	November- February-
Community involvement in campus activities/programs	All Staff			Veteran's Day, Counselor Book Study	Improved community survey results reporting an increase in participation	November- February-



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

UbD Units of Study, Standards-Based Curriculum Resources and Assessments, assessment data, 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...
<p>Data driven campus with interventions implemented in the classroom for all tiers</p> <p>High achievement in state and local assessments</p> <p>Parents and staff report high levels of satisfaction with high learning standards for all students</p> <p>Implementation of Lucy Calkins Units of Study for Reading in all grades</p> <p>STEM lessons in Creation Commons and in classroom</p>	<p>- Grow in our understanding and implementation of best practices for all students, including interventionists and enrichment</p> <p>-Vertical PLCs in all subject areas to ensure reduction of learning gaps between the grade levels</p> <p>-Grow in our PLC process to include campus specialists in our planning and implementation</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>Professional development and PLC work funded through the Lantana Foundation funds;</p> <p>Continue implementation and understanding of UbD units with Curriculum support;</p> <p>Utilize the Assessment for Learning team to gain an understanding of assessment strategies and our implementation of them in all classrooms.</p> <p>Utilize the STEM team to gain an understanding of how STEM lessons support the curriculum.</p>
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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, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

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

List the actual data sources reviewed below...

- Enrollment
- Ethnicity
- Gender
- Attendance
- Mobility
- At-Risk by category
- Student-Teacher Ratios
- Participation in Special Programming

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 student mobility rate -Low staff turnover rate	-Create a mentor system for new staff (to include those at Blanton less than 2 years)

Summary of Needs

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

Create a mentor system for new staff to help with low staff turnover.



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 rates; Climate and Culture Survey 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 -
<p>Healthy relationship with PTA High volunteer rates for family and community (including Watch DOGS and parents) Communication between school and home has improved Curriculum Nights (beginning of year for all grade levels; Language Arts Night, Math Night, EXPO presentations)</p>	<p>Restructure some volunteer programs to be more inclusive and involved with student learning (Builders Club, parent volunteers) Reach out to area partners Continue to improve communication between school and home</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.)...

Blanton will continue to reach out to area partners and improve communication between school and home addressed at the classroom level. By restructuring our volunteer programs, we feel we will have more participation with our community involvement.



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; climate and culture survey results; student support schedule

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 staff trained in multiple strategies PLCs within the school day- Restructuring Team Leader role has positively impacted staff satisfaction	<ul style="list-style-type: none">- Master schedule adjustment- Continued growth of Team Leader role

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.)...

Utilize the Campus Leadership Team to have an active role in decision-making and implementation. Adjust the master schedule to accommodate specialists working with 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 results; walk-through data; communication with parents, students, and 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">- Student recognition through Noble Knights and STAR Shields- High levels of enthusiasm among staff and students- Staff involvement with campus decisions- High level of trust between leadership and staff- Creation Commons lessons for STEAM	<ul style="list-style-type: none">-Increase family involvement-Survey for students to get their perceptions of school culture-School implementation of a campus-wide discipline model (includes Restorative Practices for K and 3rd)-Increase use of video modeling

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 working on building trust between leadership and staff through PLCs, CLT and staff meetings Professional development for Restorative Practices for Kindergarten and 3rd grade Communication between staff, students and parents about student progress including an online portfolio</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 list with certifications; assessment data from ELI, Kathy Richardson, Primary Numeracy, STAAR; T-TESS Goal setting for 2017-18; Professional Development records, Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
Highly qualified staff Low staff turnover PLCs within the school day Highly engaged staff	On-going PD that is timely and designed to close learning gaps (including Assessment 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.)...

Continue our practice of including staff in the interview process Structure Professional Development to meet the needs of our staff, including PLCs during the school day
--



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 K-2nd; Kathy Richardson K-1st; Primary Numeracy (K-2); STAAR assessment data Reading, Math, Writing, Science 3-5; EXPO testing data; TELPAS 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 strengths and needs are identified through assessments (formative and summative) -Collaborative teams are closing gaps through interventions -Lucy Calkins Reading Units of Study for grades K-4 have increased reading levels -Creation Commons motivating students through STEM for K-5 	<ul style="list-style-type: none"> -Utilize interventionists and special programming staff to provide intervention/enrichments support for classroom teachers and students -Materials for intervention/enrichment K-5 -Creation Commons scheduled monthly for K-5

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 campus, we will utilize the PLC process to analyze data from multiple sources as a foundation for intervention/enrichment programming for all students K-5.
 We will utilize best practices and our AFL team to provide support in assessment strategies.
 Through the DMTSS process, we will identify students in need and monitor progress regularly.
 We will also focus on student engagement for those students who need challenging.



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...

Hardware and software systems

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"> -Ratio of technology to students -Student use of applications and equipment at the point of learning 	<ul style="list-style-type: none"> -Continue online portfolio for students -Resources for Creation Commons -Technology to aid in uploading artifacts to online portfolio system

Summary of Needs

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

<p>We will utilize Lantana Foundation funds to purchase an online portfolio system for students and the technology for easy uploading by students</p> <p>We will utilize Lantana Foundation funds to purchase materials for a centralized Creation Commons to generate student exploration of STEAM</p>



Summary of Priority Needs

Demographics...

Create a mentor system for new staff to help with low staff turnover.

Student Achievement...

As a campus, we will utilize the PLC process to analyze data from multiple sources as a foundation for intervention/enrichment programming for all students K-5.

We will utilize best practices and our AFL team to provide support in assessment strategies.

Through the DMTSS process, we will identify students in need and monitor progress regularly.

We will also focus on student engagement for those students who need challenging.

School Culture and Climate...

Continue working on building trust between leadership and staff through PLCs, CLT and staff meetings

Professional development for Restorative Practices for Kindergarten and 3rd grade

Communication between staff, students and parents about student progress including an online portfolio

Staff Quality, Recruitment and Retention...

Continue our practice of including staff in the interview process

Structure Professional Development to meet the needs of our staff, including PLCs during the school day

Curriculum, Instruction, and Assessment...

Professional development and PLC work funded through the Lantana Foundation funds;

Continue implementation and understanding of UbD units with Curriculum support;

Family and Community Involvement...

Blanton will continue to reach out to area partners and improve communication between school and home addressed at the classroom level. By restructuring our volunteer programs, we feel we will have more participation with our community involvement.

School Context and Organization...

Utilize the Campus Leadership Team to have an active role in decision-making and implementation. Adjust the master schedule to accommodate specialists working with students.

Technology...

We will utilize Lantana Foundation funds to purchase an online portfolio system for students and the technology for easy uploading by students
We will utilize Lantana Foundation funds to purchase materials for a centralized Creation Commons to generate student exploration of STEAM

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Melissa McDonald
Teacher	Lindsay Shoemake
Teacher	Tamarra Thiessen
Teacher	Jennifer Patrick
Teacher	Kari Hawkins
Teacher	Doug Mauldin
Teacher	Thea Turner
Teacher	Lynette Jones
Principal	Linda Bozeman
Assistant Principal	Landon Turrubiarte
Campus-Based Nonteaching Professional	Stacey Gow
Campus-Based Para or Operations Staff Rep	Lindsay Smith
District-Level Professional	Jennifer Hood
Parent Rep	Julie Gossett
Parent Rep	Brad Gossett
Business Rep	Ed Nejeschleba

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

Date	Time	Location
August, 28, 2018	3:20	Blanton Conference Room
November 27, 2018	3:20	Blanton Conference Room
February 26, 2018	3:20	Blanton Conference Room
March 26, 2018	3:20	Blanton Conference Room
May 9, 2018	3:20	Blanton Library

“EP Rayzor Elementary”



Campus Improvement Plan 2018-19

“EP Rayzor Elementary”

Campus Improvement Plan 2018-19

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

Our mission is to foster lifelong learning in a supportive and safe environment by providing rigorous academics and character education, so that students can be successful, contributing citizens and lead meaningful lives.

School Vision

Cultivate a collaborative culture through the development of high performing teams.

School Values

Values

Integrity: We will be positive role models reflecting our ethics and character.

Empathy: We will up-lift our community and create a caring positive environment.

Balance: We will concentrate on maintaining a balance in our lives (emotionally, socially, spiritually, physically and mentally) to ensure positive results.

Humor: We will find joy in our daily situations, up-lift our community, and create a positive environment.

Teamwork: We will work collaboratively, balancing our contributions, to ensure the success of our common goals.

WIG 1: By May of 2019, Improve Tier 1 instruction in order to ensure the academic growth all students and increase the combined expected and accelerated progress rate by 5% in reading and math on the 2019 STAAR test.

Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement Lucy Calkins Reading in Grades 2-5	Staff and administration . Lantana funds and campus funds			Mini-lessons, conferring with students, anecdotal notes, anchor charts, student display of work	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores	
Implement Lucy Calkins Writing in Grades 3-5	Staff and administration . Lantana funds and campus funds			Mini-lessons, conferring with students, anecdotal notes, anchor charts, student display of work	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores	
Vertical PLC (K-2, 3-5 and K-5)) and to address school-wide instructional practices (common vocabulary, problem solving, strategies/approaches)	Staff and Administration Lantana Funds and Campus Funds			PLC agendas, changes in instructional practices, Schoolwide systematic approach to instruction	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores	
Using FreshGrade, students and teachers will effectively monitor learning through goal setting with tracking methods for growth and action plans for learning and enrichment.	Staff and administration . Lantana funds and campus funds			Staff Development Agenda Student Data Binders Teacher Tracking Sheets , Use of FreshGrade	Student growth as identified on individual goal setting data, lesson planning documenting planning for acceleration, enrichment and intervention	
Utilize monthly progress monitoring of Supplemental and Individualized interventions through I-station benchmarks for reading and math.	Staff and administration I-Station Campus Funds and Lantana Funds			Progress monitoring data	I-Station benchmarks and data	
Utilize 1/2 time K-2 and 3-5 Reading	Interventionist			Reading Intervention	Common Assessments,	

WIG 1: By May of 2019, Improve Tier 1 instruction in order to ensure the academic growth all students and increase the combined expected and accelerated progress rate by 5% in reading and math on the 2019 STAAR test.

Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Specialists to support reading	Reading Recovery staff SCE \$90,000 FTE 1.5			groups	STAAR and I-Station benchmarks, ELI	
Utilize 1/2 time Math Interventionist to provide support for math in grades 3-5.	Interventionist SCE \$30,000 - FTE - 0.5			Math Intervention groups	Common Assessments, STAAR and I-Station benchmarks	
Increase staff knowledge of the Seven Strategies of Assessment for Learning with Jan Chappuis focusing on Feedback and Goal Setting..	Assessment Literacy Team Lantana and Campus Funds			Staff Development Agenda	Increased use of strategies as evidenced in classroom walkthroughs	
Staff Member extend their learning by attending state and national training opportunities.	Staff and Administration Lantana Funds and Campus Funds			Attendance at staff developments	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores	

WIG 2: Provide a safe, orderly and well-maintained climate for learning and encourage participation by all members of the school community, especially parents, in the continuous improvement of the educational system and school climate increasing student ownership of their learning.

Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Increased choices provided to students to participate In-school Club Fridays	Special Area Staff Lantana funds			Lesson Plans and Club Rosters	Increased levels of students engagement	
Send out an email once a monthly strictly about volunteering and volunteer activities in and outside of school	Administration and staff			Newsletters	Increased number of volunteer hours	
More personalized learning paths using technology for those students who have already learned it.	Administration and staff with support of the EXPO teacher			Lesson Plans	Increased number of students showing a year or more growth in learning	
Use of an online portfolio (FreshGrade) for students and teachers to communicate student learning with parents	Staff Students and Administration			FreshGrade Usage data	Improved community survey results reporting an increase of academic communication	
Utilize student performance and curriculum nights for PTA meetings to increase parental involvement.	PTA Staff Admin and Watchdog Volunteer			Volunteer hours	Volunteer hours	
Increase the number of evening activities for parents and students to attend such as Science Night, Math Night, and Fine Arts Night.	All Staff			Calendar Invites	Increased participation at events	
Strengthsfinder for students and staff.	All Staff Fifth Grade students			Lesson plans, staff development plans	Awareness of individual strengths and team strengths	



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...

I-Station data, common assessments, pacing guides, UbD units, Think Through Math, PLC's agenda

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>Active Instructional Coaches (Coaching) Staff with a Growth Mindset Working Knowledge of TEKS</p>	<ul style="list-style-type: none"> - Scheduled data driven PLC for each subject area with administration to lead some of the PLC meetings. Administration periodically present would support and refine the data discussion and is based on a survey taken by teachers which stated that 89 percent of teachers feel that “we have administration support,” indicating a level of trust that would likely support this form of discussion (Campus Culture & Climate Survey, 2017). - Common lesson plan format and submission procedures is a strong need at Denton High School which could strengthen the rigor seen in the classroom. Seventy-two percent of parent respondents to the Campus Culture & Climate Survey feel that students at DHS are not challenged enough by their schoolwork and a common lesson plan format and submission procedure could potentially mitigate that feeling (2017). - Displaying daily learning targets/objectives/enduring understandings/inquiry questions will work towards the weakness that Denton High appears to have among 53 percent of parents who disagree that “teachers successfully show students how lessons relate to life outside of school (Campus Culture & Climate Survey, 2017). - DHS should continue to strengthen

	<p>common assessments, ensuring they are aligned with the TEKS to ensure that the achievement gap showing approximately 20 percent lower scores for economically disadvantaged at Denton High on STAAR for Level II or better as compared to the rest of the district taking English I and English II (Texas Academic Performance Report, 2015-16 Campus Performance). Algebra 1 STAAR achievement for at Level II or better was lower than the district as well by 13 percentage points (Texas Academic Performance Report, 2015-16 Campus Performance).</p> <ul style="list-style-type: none"> - Ensure curriculum is aligned with TEKS and reflect as professionals on areas of growth (weekly) which will support the previously stated need of TEKS aligned assessment. This will help ensure academic rigor so that disadvantaged students such as English Language Learners who scored only 27 and 28 percent achievement for Level II or higher in English I and English II respectively will have access to well-designed curriculum focused on the tested state standards (Texas Academic Performance Report, 2015-16 Campus Performance).
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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.)...

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



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> - Average experience 11.3% above state average. - 34 % of our staff has a Master’s degrees or PhDs which puts DHS personnel 11% above the state average for advanced degrees. - We are above the state average for teachers who have 5+ years of experience. - The 2015-2016 school year data shows that our attrition rate is below the state average. - Denton High School has already endorsed, trained and utilized a team of instructional coaches with its current staff. 	<ul style="list-style-type: none"> - We need to increase the number of highly qualified minority teachers on our campus to better represent our student population. - Develop a First-Year Teacher Orientation to help new teachers understand lesson planning (MYP), school expectations and staff expectations. - Assign Instructional Coaches to First Year Teachers to mentor, observe and coach them in areas of curriculum and instruction and classroom management.

Summary of Needs

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

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



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

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

<p>Strengths...- Denton High School has established and maintains a supportive PTSA which is involved in a number of campus level decisions as well as celebrations for teachers and staff.</p> <ul style="list-style-type: none"> - Our athletics, fine arts, UIL and International Baccalaureate programs have all established and maintained boosters, which continue to fundraise and support their respective organizations. - Each of these groups feels that there are open lines of communication between their organizations, as well as the individuals in their organizations, and the Denton High School administrative staff. 	<p>Needs - DHS needs improved measures to communicate with its Spanish-speaking families. While many of our letters and call-out are bilingual, we need to increase the number of meetings where we employ school and district translators to communicate information and get questions in real time from our parents.</p> <ul style="list-style-type: none"> - We need to designate an administrator that will hold membership in several Denton auxiliaries, clubs and service organizations that can act as a liaison for pertinent information coming from the community as well as opportunities for our staff and students to get involved.

Summary of Needs

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

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



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Administrative Staff Feedback Demographics TAPR

Findings/Analysis

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

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"> - Currently Denton High School maintains a full teaching staff to accommodate our student numbers and course requests. - The administration is now lead by a highly-qualified principal, with over 24-years of experience in secondary education, with 5 of those in administration. - Our associate principal position was recently filled by a highly-qualified principal, who has had over 15 years’ experience in education, as both a secondary athletic director and as a sitting principal. - Denton High School has 3 highly-qualified assistant principals who fulfill a number of roles on our campus, ranging from teacher evaluations to student discipline. 	<ul style="list-style-type: none"> - Denton High School needs two Assistant Principals to fill in the remaining administrative staff positions. - We need an assistant principal whose largest focus is our Special Education, staff, students and protocol as well as our SPED compliance. - We need an assistant principal whose focus is our at-risk population. This will include building relationships, improving their academic success and providing a number of different supports to increase their student achievement.

Summary of Needs

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

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



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 and Climate Survey TAPR PTSA Feedback CLT Community Member Feedback

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> - Denton High School has established and maintains a supportive PTSA which is involved in a number of campus level decisions as well as celebrations for teachers and staff. - Our athletics, fine arts, UIL and International Baccalaureate programs have all established and maintained boosters, which continue to fundraise and support their respective organizations. - Each of these groups feels that there are open lines of communication between their organizations, as well as the individuals in their organizations, and the Denton High School administrative staff. 	<ul style="list-style-type: none"> - DHS needs improved measures to communicate with its Spanish-speaking families. While many of our letters and call-out are bilingual, we need to increase the number of meetings where we employ school and district translators to communicate information and get questions in real time from our parents. - We need to designate an administrator that will hold membership in several Denton auxiliaries, clubs and service organizations that can act as a liaison for pertinent information coming from the community as well as opportunities for our staff and students to get involved.

Summary of Needs

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

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



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">- Average faculty experience is 11.3% above state average- 34% of faculty has a Master’s Degree or higher (12% above state average).- Above state average for teachers who have 5+ years of experience.- Instructional coaches have conference periods/blocks dedicated to working with faculty.	<ul style="list-style-type: none">- We need to increase the number of highly qualified minority teachers on our campus to better represent our student population.- Develop a First Year Teacher Orientation to help new teachers understand lesson planning (MYP), school expectations, and staff expectations.- Assign Instructional Coaches to First Year Teachers to mentor, observe, and coach in areas of C&I and classroom management.

Summary of Needs

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

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



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary 2016 Stoplight High School Data Overview of 2016 State Accountability System TEA Distinction Designation Summary
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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...
<ul style="list-style-type: none"> - IB Diploma Programme Scores - IB Diploma Programme Retention Rates - IB Diploma Programme College Acceptance Rate (100%) - TEA Distinction for Social Studies (2016-2017) - TEA Distinction for Student Progress (2017-2018) - Met TEA Standards on: <ul style="list-style-type: none"> Student Achievement: Closing Gaps Student Progress: Post-Secondary Readiness 	<ul style="list-style-type: none"> - Increase scores in both Mathematics and in English. - Increase the number of low SES students that pursue/enter Advanced Academics - Designate a more precise form of multi-tiered intervention to support low performing students - Designate an Administrator and Counselor to oversee multi-tiered intervention - Create STAAR tutorials outside of the school day to provide extra support for students who are not performing to potential on English and Math STAAR <p>Early intervention with incoming 8th graders through vertical planning and data</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.)...

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



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey

Findings/Analysis

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

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>53% of teachers get devices for their students when needed more than half the time. This is a 5% increase from last year.</p> <ul style="list-style-type: none"> - Increased # of Chromebooks on campus this year (140) available to teachers NOT on district chromebook initiative. - All Social Studies classrooms have 2:1 Chromebook access - Each Social Studies and Science teacher has a teacher Chromebook <p>58% of teachers report a typical student to computer ratio of 2:1 or 1:1</p> <p>67% of teachers feel confident in their foundational technology skills.</p> <p>80% of teachers feel using technology enhances learning and their daily life.</p> <p>72% of teachers feel they can learn new technology/skills easily</p> <p>71% of teachers receive instructional tech planning within a week of their request.</p>	<p>Increase online collaboration between teacher-to-teacher, teacher-to-student, and student-to-student. Only 26% of students report finding it easy to perform these tasks.</p> <p>Increase digital citizenship skills. Only 13% of students report being taught these skills at least monthly. 34% of teachers report being “highly knowledgeable” of these skills.</p> <p>Reward and recognize teachers who successfully integrate technology in learning.</p> <p>Teachers want more training on the use of multimedia skills (recording/editing).</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.)...

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

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



Summary of Priority Needs

Demographics...

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

Student Achievement...

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

School Culture and Climate...

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

Staff Quality, Recruitment and Retention...

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

Curriculum, Instruction, and Assessment...

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

Family and Community Involvement...

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

School Context and Organization...

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

Technology...

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

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Heather Bishop
Teacher	Aleisha Moore
Teacher	Jill Mitchell
Teacher	Jennifer Johann
Teacher	Becky Williams
Teacher	Stephanie Wilson
Teacher	Laura Crocco
Campus-Based Nonteaching Professional	Michelle Payne
Campus-Based Para or Operations Staff Rep	Danielle Hamblin
District-Level Professional	
Parent Rep	Jennifer Clark
Parent Rep	Tiffany Gibson
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
8-30-18	3:15	Conference Room
11-15-18	3:15	Conference Room
2-21-19	3:15	Conference Room
4-18-19	3:15	Conference Room
5-9-19	3:15	Library

“Hawk”



Campus Improvement Plan 2018-19

“Hawk”

Campus Improvement Plan 2018-19

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

To empower students to become successful learners

School Vision

We believe to accomplish our mission as a staff we will become a school that:

- Works collaboratively to ensure the emotional, social, and academic success of our children
- Collaborates and aligns our curriculum in vertical and grade level teams
- Celebrates the successes of our students and teachers
- Commits to reflect and adapt our instructional practices based on our continued learning and professional conversations
- Is innovative and uses technology to prepare our children for the world in which they live
- Has fun!

School Values

In order to achieve our vision we have made the following commitments:

- We will publicly support our children, staff, and school.
- We will provide a positive school environment that promotes learning, social responsibility, and critical thinking
- We will model, mentor, teach, and support one another in our professional development.
- We will engage in professional, open, and honest communication that is built on a foundation of trust.
- We will promote student success through implementing strategic intervention and enrichment.
- We will constantly seek to grow and develop as professionals.
- We will employ and analyze a variety of assessment strategies and differentiation to further student growth.
- We will model risk taking to promote a growth mindset.

WIG 1: By May, 2019 Hawk Elementary School will focus on ensuring at least one year’s growth in Math and Reading for every student. This will be evidenced by:

K - 2nd Grades - Early Literacy Inventory - 95% of students ending year “On Level,” with 5% or fewer ending at “Progressing”

K – 2nd Grades - Primary Numeracy - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk” by end of 2nd grade

3rd - 5th Grades - will increase the expected and accelerated progress rate to 5% points in reading and math (currently 68% Reading; 82% in Math)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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Commit educational leave days for teams throughout the school year to build common pre/post assessments to track student growth. (Specifically... Identify dates for fall /spring semester for each grade level)	K-5 Teachers Admins Math Int Read Int	SCE: \$30,000 FTEs: 0.5		Lesson plans, Learning walk tool, PLC minutes, staff development, common assessments, ELI, and STAAR results	STAAR progress measure, growth in Index 2 & 3, transfer tasks, common assessments, ELI	November March
Develop specific vertical team goals to specifically address problems solving, writing, STEM units	Grade level teachers Math Int Read Int Admins	SCE: \$30,000 FTEs: 0.5		Vertical Content targets, school calendar, staff development, learning walks, Vertical Team slides	Alignment of learning targets, content assessments, lesson plans	November March
Common team folders in Google that will document progress toward content goals for each grade level.	Admins			Google folder for staff to access	Alignment of goals, products /lessons, Alignment of vocabulary	November March
Online portfolio	Classroom teachers, Admins			Grade level Content agendas, strong/weak samples of student work, Google Classroom streams, staff development, Flipgrid streams, DoJo streams	Google Classroom, online portfolio,	November March
Continued implementation of Lucy Calkins Units of Study in Reading and Writing and phonics	Classroom teachers Read Int Admins Curr Dept Coord	SCE: \$30,000 FTEs: 0.5		Lesson plans, staff development, Curriculum department resources, posted metacognitive learning targets.	Staff development, Units of Study, PLC meeting agenda, Units of Study Guidelines	November March

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Targeted Tier 1 and intervention instruction for Asian, Hispanic, and Economically Disadvantaged subpopulations	Classroom teachers, Admins			PLC meeting minutes and agendas, lesson plans, SOC minutes, learning walks,	Student growth in reading and math as indicated on STAAR, SBRC, iStation BOY, MOY, EOY benchmarks	November March
Staff development specifically addressing goal setting for students in reading and math. (Assessment for Learning Strategy)	Classroom teachers Read Int Admins Curr Dept Coord	SCE: \$30,000 FTEs: 0.5		Lesson plans, staff development, Curriculum department resources, posted metacognitive learning targets, student goal setting folders	Staff development, PLC agendas, lesson plans, portfolios	November March
All K-2 teachers will provide guided reading to all students with intentionality to exit all children on level and achieve one year of progress by May, 2019	Teachers Reading Recovery teacher			Participation in weekly PLC meetings, agenda minutes, student work samples, student reading levels, Lit library teacher check out lists	Student growth in essential learning as indicated on SBRC, iStation BOY, MOY, EOY benchmarks	November March
Assessment planning on Huddle days.	Teachers Admins			PLC meeting minutes and agendas, staff development, learning walks, lesson plans, eSTAR	Lesson plans, student growth on SBRC assessments, ELI, common assessment growth, iStation, Imagine Math, STAAR progress measure	November March
Teachers in grades 3, 4, and 5 will provide daily leveled text guided reading for all below level readers.	Teachers SPED teachers			Participation in weekly PLC meetings, agenda minutes, student work samples, student reading levels, Lit library teacher check out lists, lesson plans	Student growth in essential learning as indicated on SBRC, STAAR passing rates, progress measure, iStation benchmarks/pathways	November March
Daily intervention provided by math and	Math Int	SCE:		Minutes from SOC meeting	Student progress towards	November

WIG 1: By May, 2019 Hawk Elementary School will focus on ensuring at least one year’s growth in Math and Reading for every student. This will be evidenced by:

K - 2nd Grades - Early Literacy Inventory - 95% of students ending year “On Level,” with 5% or fewer ending at “Progressing”

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3rd - 5th Grades - will increase the expected and accelerated progress rate to 5% points in reading and math (currently 68% Reading; 82% in Math)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
reading interventionist for all 3rd - 5th grade at-risk students.	Read Int	\$60,000 FTEs: 1.0		each grading period, Rtl spreadsheet for Reading, Math, Writing, Science	learning target, STAAR level II scores and progress measure	March
Teachers will continue to collect and use samples of strong and weak student work to be saved in the grade level PLC folder and used to guide learning outcomes.	All classroom teachers			Posted samples of strong/weak work during learning walks, work in Google Classroom, work brought to Vertical meetings	Improved student work samples based in Google Classroom, STAAR passing rates and progress measure	November March
Teachers will provide effective feedback on student work in order to guide students from where they are in their learning to the intended learning target and next steps	Teachers Admins Math Int Read Int Math/Rea	SCE: \$30,000 FTEs: 0.5		Student work samples with feedback shared at staff/vertical meetings, PLC meetings, learning walk google form	Student progress towards learning targets as evidenced in portfolio, STAAR progress measure	November March
All staff will post student friendly learning targets for each instructional period.	Teachers, Admin			Posted learning targets during learning walks, student knowledge of targets and next steps	Student growth in essential learning as indicated on SBRC, improved STAAR level phase II, and progress measure	November March
Campus administrators will conduct weekly learning walks to provide feedback to teachers regarding their instructional practices. Form will be developed collaboratively using Google form.	Admins			Calendar, learning walk feedback Google form	Student growth in essential learning as indicated on SBRC, improved progress measure on STAAR, increased T-TESS dimensions	November March
Teachers will provide feedback to colleagues using Google form at minimum 2xs per semester for evidence of student progress.	Teachers Admins Specialists			Google learning walk documentl, PLC meeting minutes and agenda	Content alignment of learning targets, increased T-TESS dimensions	November March

WIG 1: By May, 2019 Hawk Elementary School will focus on ensuring at least one year’s growth in Math and Reading for every student. This will be evidenced by:

K - 2nd Grades - Early Literacy Inventory - 95% of students ending year “On Level,” with 5% or fewer ending at “Progressing”

K – 2nd Grades - Primary Numeracy - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk” by end of 2nd grade

3rd - 5th Grades - will increase the expected and accelerated progress rate to 5% points in reading and math (currently 68% Reading; 82% in Math)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All grade levels will conduct sessions on “Experience the Learning” curriculum night to inform parents on how concepts may be taught, strategies, and the use of Google, Flipgrid, Dojo for online portfolio	Teachers Math Int Read Int	SCE: \$30,000 FTEs: 0.5		Agenda/slide shows for “Experience the Learning” night, activities provided to parents	Parent support for instructional practices that seem new/different	November March
Teachers will meet once weekly in PLC to discuss essential learnings, assessments, student progress towards such learning and students of concern.	Teachers Math Int Read Int Admins Specialists	SCE: \$30,000 FTEs: 0.5		PLC team meeting minutes/agenda, RtI spreadsheet, PLC Google folder	Student growth in essential learning as indicated on SBRC and STAAR passing rates and progress measure	November March

WIG 2: By May of 2019, the staff and community of Hawk Elementary will increase the combined engaged and highly engaged rate to 90%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Increase participation rates of staff and parents by 20%.	Admins Grade Level leaders			Communication about survey sent via email, facebook, web page, twitter	Participant number for staff and community will increase	November March
Curriculum night designed specifically for parent/student activity in learning	Classroom teachers, Admins			Lesson plans & activities from the Oct. 4th event.	Increased parent participation during curriculum evening	November March
Partnership with Farmers Insurance and other community partnerships for teacher appreciation	Admin			Monthly celebrations, honorees featured on social media.	Increased community awareness of the appreciation for teachers	November March
Maintain and strengthen system of staff recognition (peer to peer)	Classroom teachers, Admins			TEAM awards, celebration meeting slideshow, number of marigolds created and distributed	Increased staff appreciation for one another,	November March
Creating planning committee for staff events outside of the school day	Classroom teachers, Admins			Calendar of staff events, events, monthly madness calendar	Increased staff appreciation for one another, increased attendance at campus functions by staff	November March
Collaboration with PTA to establish a family movie night in the fall and family dance party in the spring	Admin, PTA board, teachers			Calendar of events, PTA newsletter	Strengthened partnership between Hawk staff and Hawk families.	November March



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...

Google Form survey feedback
Lucy Calkins curriculum
District Scope and Sequence
Vertical team process and alignment

UbD units
Common Report Card 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...
Instruction is geared towards problem-solving and collaboration	Continued work on alignment of UbD transfer tasks to report card assessments
A curriculum that allows students to use inferencing skills and make connections	Input to district committee from staff regarding curriculum and assessments
Quality assessments that provide an accurate measure of student growth and/or areas of concern	Integrating content areas to demonstrate greater depth of skill set
Workshop model used across grade levels to ensure differentiated instruction	
Data is used to determine when a student is ready to assess or if re-teaching is necessary	

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.)...

Overall, grade levels feel that there has been improvement made in the alignment of transfer tasks with report card assessments. With the upcoming change to 9 week grading periods, we feel that those who serve on district curriculum teams will continue to have an opportunity to ensure that the focus on alignment remains a priority.

The implementation of the Lucy Calkins curriculum has provided more opportunities for cross-curricular integration. However, this isn't the case with all content areas, and so it continues to be a need. Opportunities to use PLC time to plan across content areas may help to integrate.



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...

Data Dashboard
PEIMS, Fall Submission

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...
Good attendance (95%)	More student diversity (68% white, 16% hispanic, 6% African American, 4% Asian, 1% Hawaiian Island/Pacific Islander, 4% two or more)
Low mobility (5.7%)	more diversity in staff to reflect student population
At risk percentage (12%) correlates with SpEd (10%), LEP (4%), and Economically Disadvantaged (11%) percentages	Possibly more interventions in place for at risk students (although there is a correlation in percentages, it is still probably a bit high).
Fairly equal male/female student ratio (53%-47%)	
High GT population (8%)	

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.)...

Increased diversity of staff and increased interventions for at risk 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...

Google Forms Survey
District Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
Parents are involved in helping with MavFest, Book Fair, CFA Night, Color Fun Run	More parent involvement in the classrooms in upper grades
Parents can help and are invited to attend classroom parties and events	Hawk has great representation of parent involvement, but not as many opportunities for individuals from outside of the parental community
We offer summer reading activities, Family Fun Math/Science night, Literacy Night, PTA meetings, Grandparents month, Watch D.O.G. program, parent chaperoned field trips, Running Club, and Curriculum Nights	Uncertainty about supports that are offered for the campus
Community and parent representation on the CLT committee	
Free and reduced lunch, counseling services, help with medical issues, snack pack for kids in need	
Counselor conducts guidance lessons to encourage parent/community involvement, family and student relationships. Groups of various needs are also conducted	
Our school participates in the Big Brother/Big Sister program, United Way, and identified students are provided Christmas assistance	

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.)...

Hawk has an abundance of parent involvement, however, the upper grade levels do not receive the same level of parent support as the younger grades. Most staff members at Hawk feel that there are multiple services offered to encourage healthy family and community relationships, but there are some people who may know know about the programs available at Hawk. Parent support and involvement is evident, outside non-parent community support is not equally represented.



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: Teaming 2nd-5th, Collaborative self-contained K-1st.
Master Schedule
Leadership
Supervision structure
Communication

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...
Daily intervention time in every grade level	Struggling students often struggle in more than one content area
Workshop model that allows for small group instruction/reteach	Managing inclusion times for Life Skills
Tutorials before and after school as needed	Additional staff during intervention time to support struggling students
Collaborative campus	Ensure students are not pulled out during critical content areas
Open door policy of administration	
Feeling heard by administration	
Student focused staff	
Open door policy of staff to stakeholders	
Sharing 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.)...

Continue to focus on intervention for struggling and enrichment groups. Ensuring that students are not pulled for intervention/tutorials during times they need for critical content area instruction. Provide intervention for struggling students in all areas of need. Utilizing all staff personnel for daily intervention to support students to ensure growth.



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
Interviews

Feedback Data
Classroom and School Walkthrough Data
Parent Conferences/Meetings
K-12 Insight Survey 2016

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 and faculty feel Hawk is a safe place	Teachers need help finding resources to motivate some students
Students feel academically successful at Hawk	Teachers need to be encouraged to be involved outside the classroom
Teachers feel supported by the administration	Students need time to continue to help each other when there are struggles
Teachers have high expectations for students at Hawk	
Students feel their teachers and parents believe they will be successful	
Teachers feel Hawk provides an atmosphere where every student is successful	
Teachers and students feel that the expectations and targets are clear and obtainable	

Summary of Needs

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

Students need to continue to work with peers and be given the time needed to learn from each other. Staff needs to find more ways to motivate students that are struggling. Involve more teachers in committees and roles to balance leadership responsibilities and opportunities. Teachers need opportunities to form productive and close relationships at school.



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...

Google Forms Survey
Feedback 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...
Marigolds (notes of affirmation)	Campus building activities (after-school gatherings/ lunches with people not from your team)
“Tell something good” as an opener to Staff Meetings. Not just one or two brave people, but actually going around the room so each person can be a part.	
Monthly Madness (grade level lead)	
Jeans/Yoga Days	Goal setting ideas for on-level kids
Midweek munchies provided by PTA	Funding (for time to work together to plan or implement new learning/ for technology/ for workshop opportunities)
Staff attends staff development frequently for continued professional growth	Suggestions of staff development for each grade level and content. What would be best to take?
Time (to work with grade levels/to try out new ideas)	Time (there are so many new curriculums and expectations)

Summary of Needs

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

It seems Hawk is doing a wonderful job of celebrating and recognizing our staff. The ideas suggested will only enhance the culture and hopefully strengthen the bonds between grade levels as well as the campus as a whole. Rebuilding a culture of trust can be seen and felt.

Professional Development and Growth are HUGE at this campus. We are all on a mission to better ourselves as teachers and administrators. Feedback shows our staff attend a wide range of development opportunities as well as sit on various district-level committees. The campus appreciates the opportunities to take ½ days as teams to work on curriculums and specific plans for all the levels of our 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...

ELI Assessment (including DRA)
Kathy Richardson
Report Card Assessments
Primary Numeracy
iStation

STAAR simulations
Imagine Math
Denton ISD benchmarks
Lucy Calkins Units of Study 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...
Collaborating and sharing students to support intervention needs	Continuing to ensure that all students achieve at least one year of growth
Positive impact of Interventions and Specialist	Continued collaboration of Lucy Calkins Units of Study in Reading and Writing
Extensive formative and summative assessments to determine mastery	Increase our expected and accelerated rates in math and reading by 5%
Planning and implementing conferring conference to meet individual student needs	5% or fewer students ending at risk on primary numeracy assessment by the end of 2nd grade
A minimum of 20% growth in Imagine Math benchmarks from beginning of year to end of year	
Overall growth in K-5 Tier 1 on iStation benchmarks from beginning of the year to the end of the year.	

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

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Bright Bytes Survey
Computer lab 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...
More access to curriculum	Additional support to achieve proficiency level
Access to Chromebooks, iPads, and iPad minis	System to determine most effective and needed applications
Students are able to research with greater ease	Wifi is inconsistent and creates frustration
Students are able to independently use and apply technology skills	Additional training
Higher rate of engagement due to implementation of technology	Limited printers on 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.)...

Increased reliability of wifi so lessons can be delivered consistently when using technology. The staff needs additional time to explore applications and options that are available for student use to ensure staff proficiency. Access to printers.



Summary of Priority Needs

Demographics...

-

Student Achievement...

-

School Culture and Climate...

- Students need to continue to work with peers and be given the time needed to learn from each other. Staff needs to find more ways to motivate students that are struggling.
- Involve more teachers in committees and roles to balance leadership responsibilities and opportunities.
- Teachers need opportunities to form productive and close relationships at school.

Staff Quality, Recruitment and Retention...

-

Curriculum, Instruction, and Assessment...

-

Family and Community Involvement...

- Hawk has an abundance of parent involvement, however, the upper grade levels do not receive the same level of parent support as the younger grades.
- Most staff members at Hawk feel that there are multiple services offered to encourage healthy family and community relationships, but there are some people who may know know about the programs available at Hawk.

- Parent support and involvement is evident, outside non-parent community support is not equally represented.

School Context and Organization...

-

Technology...

- Increased reliability of wifi so lessons can be delivered consistently when using technology.
- The staff needs additional time to explore applications and options that are available for student use to ensure staff proficiency.
- Access to additional printers.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Billie Stone
Teacher	Jennifer Jones
Teacher	Tracy Rickert
Teacher	Sara Pinto
Teacher	Tara Reed
Teacher	Ashley Hankins
Teacher	Jeanie Wylie
Campus-Based Non-teaching Professional	Carolyn Taylor
Campus-Based Para or Operations Staff Rep	April Gorr
District-Level Professional	Katie Payne
Parent Rep	Melissa Beago
Parent Rep	Dayna Gourgourakis
Community Rep	Skip Beard
Community Rep	Bianca Hunter
Business Rep	
Business Rep	

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

Date	Time	Location
September 11th	3:05	Hawk Library
November 6th	3:05	Hawk Library
February 5th	3:05	Hawk Library
March 5th	3:05	Hawk Library
April 23rd	3:05	Hawk Library

L. A. Nelson Elementary



Campus Improvement Plan 2018-19

L. A. Nelson Elementary

Campus Improvement Plan 2018-19

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

We will grow as successful learners and make a positive difference in the world.

School Vision

We will celebrate our safe learning community that is built on cooperation, communication, and collaboration.

School Values

N: Needs Based Instruction
E: Everyone Collaborating
L: Lead in a Positive and Respectful Manner
S: Support our Students, Staff, and School
O: Opportunity for Critical Thinking and Creativity
N: Never Give Up

WIG 1:

Each student will make at least 1 year's worth of academic growth in all subject areas. (Stretch Goal)

By May 2019, all students will increase the expected and accelerated progress rate by 5% points in reading, math, writing, and science.

Current data: Reading = 88%, Math = 84%, Writing = 75%, Science = 89%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Domain 1: All School PLC meetings will be held every other week per grade level.	Administrators PLC Teams			PLC Meeting Agendas Artifacts	Increase in students' academic achievement.	October 4 January 10 April 4
Domain 1: All School PLC Substitutes - Teachers will be given additional time to discuss items their PLC agendas.	Administrators PLC Teams	\$5,600		PLC Meeting Agendas Artifacts	Increase in students' academic achievement.	October 4 January 10 April 4
Domain 1: All School Align SMART Goals with the Campus Improvement Plan WIGS	PLC Teams			SMART Goals Document	Increase in students' academic achievement.	Due Date: September 27
Domain 1: All School T-PSS Goal Setting	Principal			Goal Setting Documents in Eduphoria	Teacher choice in staff development options. Students growing at least 1 academic level in math and reading	Due Date: September 7
Domain 1: All School T-TESS Goal Setting	Principal			Goal Setting Documents in Eduphoria	Teacher choice in staff development options. Students growing at least 1 academic level in math and reading	Due Date: September 7
Domain 1: All School Faculty Meetings - Faculty meeting designed to address the specific needs of faculty members. Meetings will be held the 2nd and 4th Thursday of each month.	Teachers			Learning Teams Agenda Artifacts	Students will receive increased support relative to their individual needs	October 4 January 10 April 4
Domain 1: All School Implementation of UBD Units	Teachers			Lesson Plans Walkthrough Forms Observation Forms	Thorough understanding of TEKS amongst teachers Increase in students' transfer skills from one academic year to the next	October 4 January 10 April 4

WIG 1:

Each student will make at least 1 year's worth of academic growth in all subject areas. (Stretch Goal)

By May 2019, all students will increase the expected and accelerated progress rate by 5% points in reading, math, writing, and science.

Current data: Reading = 88%, Math = 84%, Writing = 75%, Science = 89%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Domain 1: All School Integration of assessment literacy	Admin. Assessment Team Teachers			Faculty Meeting Agendas	Implementation of learning targets, examples of strong and weak work, and feedback within each classroom	October 4 January 10 April 4
Domain 2: Reading and Math ESL Support for at risk students ***Addresses the need to increase the Student Success Status of our Asian population by 5%, (increase from 68% to 73%).	ESL Specialist			LPAC Meetings ESL Schedule	Advancements in student's TELPAS scores Students in the "did not meet" and "approaches" categories will move up one level	October 4 January 10 April 4
Reading Intervention for K-2 students in Tier 2 and Tier 3	Reading Recovery Admins K-2 Teachers MTSS Team	SCE: \$30,000.00 FTEs: 0.5		Individual Plans MTSS Notes	Increase in reading levels and reading comprehension amongst at risk students	October 4 January 10 April 4
Domain 2: Reading and Math Reading and math intervention for students in grades 3-5 ***Addresses the need to increase the Student Success Status of our Asian population by 5%, (increase from 68% to 73%).	3-5 Math/Reading Interventionis t 3-5 Teachers MTSS Team Admin.	SCE: \$30,000.00 FTE 0.5		Intervention group documentation MTSS Notes	Students in the "did not meet" and "approaches" categories will move up one level	October 4 January 10 April 4
Domain 2: Reading and Math General Paraprofessional to support K-2 intervention	Kinder, 1st, and 2nd grade teachers Math/Reading Interventionis t Admin.	\$25,000		Intervention group documentation MTSS Notes	Students in the "did not meet" and "approaches" categories will move up one level	October 4 January 10 April 4
Domain 2: Reading and Math Lucy Calkins Reading Units of Study for	1st, 2nd, 3rd, and 4th grade	\$5,700		PLC Agendas Lesson Plans	Students in the "did not meet" and "approaches"	October 4 January 10

WIG 1:

Each student will make at least 1 year's worth of academic growth in all subject areas. (Stretch Goal)

By May 2019, all students will increase the expected and accelerated progress rate by 5% points in reading, math, writing, and science.

Current data: Reading = 88%, Math = 84%, Writing = 75%, Science = 89%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
grades 1 through 4	teachers Admin.				categories will move up one level	April 4
Domain 3: Writing Implementation of Lucy Calkins' Writers Workshop in grades 1 and 4	2nd and 3rd grade learning teachers Admin.			Writers Workshop Learning Team agendas Lesson plans Walkthrough forms	Students in the "did not meet" and "approaches" categories will move up one level	October 4 January 10 April 4
Domain 3: Writing Lucy Calkins Training - Four staff members will attend the Lucy Calkins' Writing Units of Study in New York.	Teachers Admin.	\$5,200		Writers Workshop Learning Team agendas Lesson plans Walkthrough forms	Students in the "did not meet" and "approaches" categories will move up one level	April 4
Domain 4: Science	STEM Team Teachers Admin.			Learning Team Agendas	Students in the "did not meet" and "approaches" categories will move up one level	October 4 January 10 April 4
Domain 4: Science STEM Coalition Conference - Four Staff members will attend the STEM Coalition Conference.	Teachers Admin.	\$2,500			Students in the "did not meet" and "approaches" categories will move up one level	January 10 April 4
Domain 4: Science Campus representative at the district STEM Cohort training	Classroom Teacher STEM Team Admin.			Learning Team Agendas	Students in the "did not meet" and "approaches" categories will move up one level	October 4 January 10 April 4
Domain 5: Culture and Climate Strengths assessment and training for staff members	All Staff			Staff members will be able to identify their strengths	Staff members will be able to identify their strengths	October 4 January 10 April 4
Domain 5: Culture and Climate Strengths assessment and lessons for 4th grade students	4th grade students 4th grade teachers	\$1479.50		4th grade students will be to identify their strengths Weekly strengths lessons for 4th grade students	4th grade students will be to identify their strengths	October 4 January 10 April 4
Domain 5: Culture and Climate	Counselor			PTA Notes	Students will be able to	October 4

WIG 1:

Each student will make at least 1 year's worth of academic growth in all subject areas. (Stretch Goal)

By May 2019, all students will increase the expected and accelerated progress rate by 5% points in reading, math, writing, and science.

Current data: Reading = 88%, Math = 84%, Writing = 75%, Science = 89%

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All Pro Dads Meetings once a month	Admin PTA Dads Students			Weekly All Pro Dads meetings Artifacts in weekly parent school newsletter	acknowledge their strengths	January 10 April 4
Domain 5: Culture and Climate Watch D.O.G.S. Program	Administrators PTA Dads Students Teachers			Watch D.O.G.S. Schedules Artifacts in weekly parent school newsletter	Increase in volunteering amongst dads	October 4 January 10 April 4
Domain 5: Culture and Climate Positive Office Referrals PRIDE Awards Student Celebrations	Admin. Counselor Staff			Positive Phone Calls to Parents PRIDE Awards	Increase in student engagement Students will be able to acknowledge their strengths	October 4 January 10 April 4
Domain 5: Culture and Climate Student Organizations: Engineering Club, Robotics, Music Makers, Honor Choir, Running Club, Drama Kids, Student Council, Safety Squad, OWL Club	Staff Drama Kids Liaison			Weekly club meetings	Student attendance at the meetings School improvement initiatives Annual Student Council dance	October 4 January 10 April 4



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...

Primary Numeracy Assessment
Imagine Math
iStation
Lucy Calkins Reading Kits
Lucy Calkins Writing Kits
Report Cards

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...
Primary Numeracy is a better picture of what students know. Imagine Math and iStation in upper grades have been very useful	In grades 4-5, standards-based assessments are limited and do not show student growth. They need to show clear specific expectations of student achievement. Math interventionist in grades K-2. More ESL resources (i.e. books) Access to Imagine Math lessons and reports that show student strengths and weaknesses.

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 ESL resources (i.e. books) Access to Imagine Math lessons and reports that show student strengths and weaknesses.



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...

Teacher Input Campus Culture and Climate Survey
--

Findings/Analysis

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

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

Strengths...	Needs...
Primary Numeracy iStation Imagine Math	Lucy Calkins needs to be more aligned to report cards Access to Imagine Math lessons/reports of student progress Clearly specified expectations of student achievement in the standards based reporting system UbD can be hard to align to report card assessments in some areas. Alignment of report card assessments to the PE TEKS Alignment of report card assessments to the Lucy Calkins 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.)...

Some of our needs are district level regarding changing report card assessments Alignment of report card assessments to the PE TEKS Alignment of report card assessments to the Lucy Calkins curriculum Access to Imagine Math lessons and student reports showing areas of strengths and weaknesses



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...

Teacher Input Parent Communication (i.e. newsletters, translation services, etc.)
--

Findings/Analysis

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

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

<p>Strengths...-</p> <p>Parent-teacher conferences Offer parenting classes and resources Newsletters translated into various languages via. computer based newsletter programs STEM Night Parent Volunteers Fall Festival Diversity Day Meet the Teacher Night and Curriculum Night Talent Show STUCO Fine Arts Night PALS EXPO Dinner ATC Teachers Watch D.O.G.S. Denton Friends of the Family All Pro Dads Wal Mart Churches</p>	<p>Needs -</p> <p>More PTA Meetings Newsletters translated into more languages Update the Nelson website with upcoming events New teachers are not aware of programs Parents are not aware of all programs</p>
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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.)...

Communication in a variety of ways and languages of all the resources and events that are available at Nelson.



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...

Teacher roles in deciding assessments to be used How do teachers have a voice in the decision-making process

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...
Pre/post-assessments created at PLC Meet with coaches Video modeling District provides outline DISD EOY survey Team Leaders CLT Open-door policy for administrators	District - increase rigor Make grading across the campuses more consistent Self made pre/post-assessments are inconsistent across campuses Teacher voice is not always hear (i.e. the Kathy Richardson assessment) Are survey really anonymous?

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.)...

Pre/post assessments created during PLC meetings



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 Feedback Climate and Culture Survey 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...
CHAMPS Community involvement All extra programs and clubs provided after school	Consistency from teachers using the CHAMPS system Playground balls and equipment Reduce staff trainings and meetings Improve timing or occurrence of PLC meetings so teams actually ave necessary data Student lessons on improving social skill

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.)...

Teachers and students need to be consistent with using CHAMPS Student behavior and social interactions within the classroom, hallways, special areas, lunch, or recess can be improved with modeling, clearly defined expectations, and/or guidance lessons.



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 Professional Development New Staff Support Recruiting High Quality 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...
Lucy Calkins writers workshop and learning team STEM TIA Assessment conference Math workshop Learning targets Mentor teachers New to Nelson team Lesson planning together	Monitor required training Opportunities to observe other teachers Checking on new teachers - are they overwhelmed? Mentor teachers need to be in their own grade level Need one to one meetings New teachers need grace period

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.)...

Need longer time to gather a qualified applicant pool if possible Need to look at all applicants (think outside the box)



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...

On View Dashboard STAAR 3-8 Masters grade level rate for all students
--

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which 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...
Which students are making annual progress? K-2 closing the gap for students on grade level Window of time with students Flexible Catching up with grade level TEKS (deconstructing the TEK) 6/8 dyslexia on or above grade level ESL communicating with teachers	K-2 students not making the leaps we need them to event though they show growth <i>This is perhaps due to increased rigor.</i> Inability to track and isolate Nelson students because they go on to a variety of middle schools Inconsistent (clear directions) Teachers get pulled away from classes due to 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.)...

Assistance to at risk students Isolation of data Students who benefit have good attendance and support from home
--



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 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...
2 computer labs Chromebooks in grade 1-5	1 to 1 Chromebooks Interactive projector in the art and music classes STEM/Makerspace lab Headphones with microphones Chromebooks or laptops for non-classroom teachers

Summary of Needs

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

1 to 1 Chromebooks STEM/Makerspace lab Headphones with microphones Chromebooks or laptops for non-classroom teachers



Summary of Priority Needs

Demographics...

Some of our needs are district level regarding changing report card assessments
Alignment of report card assessments to the PE TEKS
Alignment of report card assessments to the Lucy Calkins curriculum
Access to Imagine Math lessons and student reports showing areas of strengths and weaknesses

Student Achievement...

Assistance to at risk students
Isolation of data
Students who benefit have good attendance and support from home

School Culture and Climate...

Teachers and students need to be consistent with using CHAMPS
Student behavior and social interactions within the classroom, hallways, special areas, lunch, or recess can be improved with modeling, clearly defined expectations, and/or guidance lessons.

Staff Quality, Recruitment and Retention...

Need longer time to gather a qualified applicant pool if possible
Need to look at all applicants (think outside the box)

Curriculum, Instruction, and Assessment...

More ESL resources (i.e. books)
Access to Imagine Math lessons and reports that show student strengths and weaknesses.

Family and Community Involvement...

Communication in a variety of ways and languages of all the resources and events that are available at Nelson.

School Context and Organization...

Pre/post assessments created during PLC meetings

Technology...

1 to 1 Chromebooks
STEM/Makerspace lab
Headphones with microphones
Chromebooks or laptops for non-classroom teachers

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Monica Hughes
Teacher	Amy Worledge
Teacher	Jennifer Onstead
Teacher	Susan Bilderback
Teacher	Brooke Petranek
Teacher	Mitch Davis
Teacher	Jordis Friday
Teacher	Tiffany Bogans
Teacher	Denise Clyne
Campus-Based Nonteaching Professional	Erika Timmons Amy Atchley
Campus-Based Para or Operations Staff Rep	
District-Level Professional	Tracy Johnson
Parent Rep	Jennifer McMahan
Parent Rep	
Community Rep	Whitney Gohlke
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
October 4, 2018	3:30-4:30 p.m.	Nelson Elementary Library
January 10, 2019	3:30-4:30 p.m.	Nelson Elementary Library
April 4, 2019	3:30-4:30 p.m.	Nelson Elementary Library

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McNair Elementary School

Growing Hearts and Minds



Campus Improvement Plan 2018-19

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

McNair Elementary is dedicated to providing a quality education for all students and promoting a life-long learning environment to produce responsible students.

School Vision

McNair Elementary will maintain a spirit of collaboration between students, staff, parents, and community to achieve student success.

School Values

Respect - High Expectations - Enthusiasm - Teamwork - Fun

WIG 1: McNair Elementary will improve tiered instruction through implementation of workshop model, assessment literacy strategies, progress monitoring through collection of data, and ensuring appropriate interventions occur based on this data. This will be evidenced by all students making the expected growth (1-year progress) in math and reading by May 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will design lessons focused on intentional learning targets and learning essentials.	Teachers Coaches Admins	T1: \$1,500	2 3	Lesson plans Walk-throughs Student data portfolios	Data from student work Walk-through documentation	
Teachers will implement researched-based strategies to support student learning such as: Thinking Maps, Daily 5-Cafe, Guided Reading, and Math Workshop.	Teachers Read Int Math Int Admins	T1: \$8,820	1 2 3 4 10	Lesson plans Walk-throughs TTESS	Formative assessment data ELI/Primary numeracy STAAR Student work samples Report card assessments	
Teachers will work with their team and coaches to effectively analyze data to ensure we are meeting the exact needs of each student.	Teachers Coaches	T1: \$2,000	1 3 4 5 8	Common assessments PLC artifacts Student portfolios Intervention groups	Student data from common assessments STAAR ELI/Primary numeracy Report card assessments	
Continual staff development will be an integral part of our staff meetings, grade level meetings and PLC meetings	Teachers Math Int Read Int Coaches Admin	T1: \$4,000	1 2 3 4 5	Meeting agendas Meeting minutes PLC agendas Google docs	Student performance data	
Daily Intervention will be provided for at-risk students in 3rd, 4th and 5th grades by the math and reading interventionists. Literacy groups and reading intervention will be provided for identified at-risk students in grade K-2 by the Reading Recovery teacher.	Math Int Read Int Reading Recovery	SCE: \$34,000 FTE: 0.5 T1: \$34,000 FTE: 0.5	3 4 7 8 9 10	Meetings with interventionists Walk-throughs Observations Student data Student work	STAAR, ELI, IRI, and DRA scores	
PLCs will meet every other week to analyze data, create common assessments, discuss assessment for learning strategies and plan for intervention and enrichment lessons.	Admin Coaches Teachers		2 3 4 5 8	Artifacts from PLC Common assessments Rtl minutes AFL walk-throughs	Student data	

WIG 1: McNair Elementary will improve tiered instruction through implementation of workshop model, assessment literacy strategies, progress monitoring through collection of data, and ensuring appropriate interventions occur based on this data. This will be evidenced by all students making the expected growth (1-year progress) in math and reading by May 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
			9 10			
Staff will continue to grow towards greater implementation of assessment literacy.	Teachers Admin Coaches	T1 \$2,000	1 4 8 10	AFL walk-through rubric Student data TTESS observations	Increase student understanding of their own performance and knowledge	
Staff will continue to grow professionally in best practices and strategies by attending professional development and training in all content areas in addition to technology and ways to integrate this.	Teachers Coaches Math Int Read Int Counselor Admin	T1 \$10,471	2 3 4 5 9 10	Walk-throughs Lesson plans Student data Seesaw TTESS observations	Student work Student data from common assessments STAAR ELI Primary numeracy Report card assessments	
Teachers will provide students with timely and specific feedback to guide student learning towards the intended learning target.	Teachers		1 2	Student work samples Examples shared at faculty and PLC meetings	Student progress towards the learning targets AFL walk-through data Seesaw	
Special education student progress will be closely monitored and supported to ensure achievement gains.	Teachers SPED Teachers Math Int Read Int Admin		3 4 8 9 10	Student data PLC artifacts Walk-throughs Meetings with SPED staff	Student data from common assessments STAAR ELI Primary numeracy Report card assessments	
Special education inclusion teachers will meet with administration each 6 weeks to review data on their students and the effectiveness of the interventions.	SPED Teachers Admin		3 4 8 9 10	Data collection by SPED team Admin notes from meetings	Student data from common assessments IEP data and progress Report card assessments	
Technology tools, programs, and devices will be integrated into student learning, student creations, and student applications of learning to increase engagement and achievement in all content areas.	Admin Teachers Counselor Math Int Read Int	T1 \$9,000	2 4 7 10	Lesson plans Walk-throughs/observations Seesaw Dojo	Student work Projects Student creations Demonstrations	

WIG 1: McNair Elementary will improve tiered instruction through implementation of workshop model, assessment literacy strategies, progress monitoring through collection of data, and ensuring appropriate interventions occur based on this data. This will be evidenced by all students making the expected growth (1-year progress) in math and reading by May 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	Ti10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				Google Docs		
Provide a variety of parent involvement opportunities and activities	Admin Teachers	T1 \$1,309	6	Curriculum nights Family nights Strategies night	Increased overall parental involvement	
MTSS systems, processes and procedures will be continue to be strengthened to ensure that the needs of all students are addressed in an appropriate, timely and intentional manner.	MTSS Team Admin Counselor Teachers Math Int Read Int		1 2 7 9 10	Rtl process Rtl meeting minutes Interventionists schedules Rtl data Student performance data	Efficient referral to interventionists Student work Assessment data	
Teachers will effectively communicate with parents in a timely manner in regards to their students and what is going on in their class and the school.	Teachers		6	Social media posts Newsletters Emails	Great parental involvement in the academics and activities of their students	
The campus will continue to provide increased communication to parents in both Spanish and English.	Teachers Admin Counselor		6	Parent Preview Newsletters Emails	Increased parental involvement and knowledge by our bilingual population.	
The campus will focus on raising our overall daily attendance percentage.	Admin Teachers Office staff		1 2 10	Attendance incentives More staff and parents awareness of attendance numbers	Decreased instructional time missed Overall higher attendance percentage daily	



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...

Team input	ELI, KR and TELPAS data
UBD units	System Safeguards
Common assessments	Distinction Designation data
Report card assessments	Accountability Summary 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...
ELI scores help to form reading groups	Training on data collection, Aware reports
Extremely overall safe environment	Campus data collection and conversations to inform instruction
Partnerships with outside resources for curriculum enrichment	Examine vertical alignment in all subject areas
4 Distinction Designations	Increase differentiation strategies further
Interventions with interventionists/specialists are effective and data driven	Increase use of science lab for investigations
	Continue to close the gap with our SPED students
	Continue to strengthen MTSS system

Summary of Needs

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

Continued workshop training and additional resources - Title I funds Additional literacy resources - Title I funds Review of curriculum alignment in all content areas to ensure consistent practices Streamline writing practices - Title I funds Provide greater amount of intervention in math - Title I 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...

Enrollment patterns and trends	PEIMS data
Attendance data	TAPR Report
Accountability Report	Special program participation
Student overview 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...
Faculty collaboration to address the academic, social and behavioral needs of all students on campus.	Our at-risk population continues to grow and warrants additional support and funding
All new teachers hired have ESL certification	Our growing population of foster students and hearing-impaired students needs additional support to help the overall student
Implemented new check-in/out system to help support most at-risk students	On-going professional development in working with students and families in poverty as our economically disadvantaged population continues to grow.
	Programming/incentives to promote better attendance

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 faculty will continue to take part in on-going professional development regarding working with students in poverty to help in their academic, social and emotional well-being.
MTSS process will be reviewed and strictly adhered to in order to ensure that we are meeting all the needs of our students in a timely and effective manner.
Partner with community members and resources to meet the needs of all students on campus.
Establish programs to help promote the importance of coming to school on time and every day.



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 Membership	Volunteer hours
CLT Participation	Parent and family participation in events
Parent surveys	Staff input and knowledge

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 nights	Continue to engage and support at-risk families
Parent meetings	Continued and additional bilingual (Spanish) communication
Community partnerships	More positive male role models are needed
Extracurricular events	Offer additional and varying types of advertisements for all of our events
Communication in English and Spanish	
Volunteer hours	

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 efforts to engage all families in the school and especially those with an economically disadvantaged background.
Continuing to expand our community partnerships to help us to better meet the overall needs of our economically disadvantaged students and families in all facets of their life.
Try to establish one school-sponsored program out in the community for our disadvantaged families that can't make it to campus
Better timely communication with parents and more options of bilingual communication
Expanding mentoring program to provide more male role models



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...

Campus master schedule	FLEKS intervention schedule
PLC agendas and artifacts	Faculty meeting agendas
Team leaders meetings agendas	Intervention meeting minutes
CLT meeting agendas and minutes	Interventionists 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...
Team leaders and CLT work collaboratively to help support our campus and district initiatives and goals	We need to ensure our schedules for the classroom teachers are constructed in a way for the students to gain the fullest instructional benefit

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.)...

Team leaders and CLT work collaboratively to help support our campus and district initiatives and goals	Hold conversations about scheduling and how to maximize instructional time
Interventionists work well together to ensure that students needing different services are given the opportunity	Review PLC structure and schedule to allow opportunities to go through student data and plan accordingly



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 and community surveys	Social media posts
Parent participation	PTA Membership and board feedback
Community partnerships	CLT input and feedback
Classroom and campus observations	Extracurricular involvement

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	Continued outreach and assistance for our most at-risk student population
PTA membership and activities	Broaden parent communication strategies
Overall positive campus culture	Continue to include Spanish correspondence
Connections with local universities	
Parent/school opportunities for connection	

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'll continue to broaden our parent communication strategies to ensure all parents/guardians are aware of what is happening with their student and at the school.
Ensuring that we work with all students on campus, in particular our most at-risk students and families, to help meet their overall needs.



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	STAAR performance reports
PDAS observation data	BOY-MOY-EOY assessment data
MTSS data	ELI and KR 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...
All teachers are highly qualified and certified	Greater support for new teachers
All new teachers hold ESL certifications	On-going training and support to meet the needs of our at-risk population
High staff retention rates	
Staff appreciation	
Staff seeks out professional development 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.)...

Provide additional support and time for new teachers to work with mentors and coaches
Provide continued support and training for working with at-risk population



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 assessment data	TELPAS data
Benchmarks and common assessments	Distinction Designation data
ELI and KR assessment data	Campus comparison group 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...
4 Distinction Designations earned - Science, Closing the Performance Gap, Academic Growth and Postsecondary Readiness	Consistency in providing and discussing data
Met standard in all indices	Continue to refine PLC practices to strengthen our instructional practices
Instructional Coach	Vertically aligned PLCs that discuss curriculum and common assessments
Math interventionist	
Reading interventionists	
Technology available - SeeSaw portfolio	

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 additional training for our staff to streamline data collection
Revamp our PLC schedule and time together to allow more time to discuss students, where to go from here and plan assessments
After our grade-level PLCs are established and working well, we need to vertically align with PLCs



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 professional development	TIA conference attendance
Observations of technology integration	TCEA attendance and information brought back
Social media presence	Teacher and classroom data
Brightbytes 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...
Technology support	Financial resources to widen our selection of technology available and attend training/professional development
Seesaw, Dojo, Google Drive	On-going professional development
TIA participation	Strengthen use of Seesaw campus-wide as a student portfolio to highlight growth
TCEA conference attendance	More authentic integration of technology into lessons
Social media is widely used to enhance learning and broaden parental communication	

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.)...

Financial resources to help purchase additional technology and attend professional conferences and training
Streamlined practices to ensure that Seesaw is utilized as a growth portfolio



Summary of Priority Needs

Demographics...

The faculty will continue to take part in on-going professional development regarding working with students in poverty to help in their academic, social and emotional well-being.

MTSS process will be reviewed and strictly adhered to in order to ensure that we are meeting all the needs of our students in a timely and effective manner.

Partner with community members and resources to meet the needs of all students on campus.

Establish programs to help promote the importance of coming to school on time and every day.

Student Achievement...

We need additional training for our staff to streamline data collection

Revamp our PLC schedule and time together to allow more time to discuss students, where to go from here and plan assessments

After our grade-level PLCs are established and working well, we need to vertically align with PLCs

School Culture and Climate...

We'll continue to broaden our parent communication strategies to ensure all parents/guardians are aware of what is happening with their student and at the school.
--

Ensuring that we work with all students on campus, in particular our most at-risk students and families, to help meet their overall needs.
--

Staff Quality, Recruitment and Retention...

Provide additional support and time for new teachers to work with mentors and coaches

Provide continued support and training for working with at-risk population
--

Curriculum, Instruction, and Assessment...

Continued workshop training and additional resources - Title I funds
Additional literacy resources - Title I funds
Review of curriculum alignment in all content areas to ensure consistent practices
Streamline writing practices - Title I funds
Provide greater amount of intervention in math - Title I funds
Streamline writing practices - Title I funds
Provide greater amount of intervention in math - Title I funds

Family and Community Involvement...

Continued efforts to engage all families in the school and especially those with an economically disadvantaged background.
Continuing to expand our community partnerships to help us to better meet the overall needs of our economically disadvantaged students and families in all facets of their life.
Try to establish one school-sponsored program out in the community for our disadvantaged families that can't make it to campus
Better timely communication with parents and more options of bilingual communication
Expanding mentoring program to provide more male role models

School Context and Organization...

Team leaders and CLT work collaboratively to help support our campus and district initiatives and goals	Hold conversations about scheduling and how to maximize instructional time
Interventionists work well together to ensure that students needing different services are given the opportunity	Review PLC structure and schedule to allow opportunities to go through student data and plan accordingly

Technology...

Financial resources to help purchase additional technology and attend professional conferences and training
Streamlined practices to ensure that Seesaw is utilized as a growth portfolio

McNair Campus Leadership Team (CLT) 2018-2019

CLT Members

Role	Name
Principal	Lacey Hailey
Assistant Principal	Djenane Bolton
Teacher	Melissa Larabee
Teacher	Jamie Reese
Teacher	Elaine Braley
Teacher	Larissa Sherman
Teacher	Symantha Roberts
Teacher	Amy Collins
Teacher	Erica Galindo
Campus-Based Nonteaching Professional	Deanne Harrup
Campus-Based Para or Operations Staff Rep	Caitlynn Thomasson
District-Level Professional	Minecha Andry
Parent Rep	Lindsey Davidson
Parent Rep	Kristin Young
Community Rep	Faith UMC
Business Rep	Sandy Metzler

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

Date	Time	Location
October 1st, 2018	3:30pm	Library
December 3rd, 2018	3:30pm	Library
March 20th, 2019	3:30pm	Library
April 29th, 2019	3:30pm	Library

Crownover Middle School



Campus Improvement Plan 2018-19

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

At Ronny Crowover Middle School, we are committed to provide a positive and safe learning environment that encourages students to become lifelong learners. We will strive to partner with parents to model and teach leadership skills, academic skills, technology utilization, and good communication. We will promote good citizenship and decision making for our diverse student population.

School Vision

Dedicated to Students-Committed to Excellence

School Values

GRIT

- G=Growth Mindset
- R=Respect through Relationships
- I-Involvement through Service
- T=Time to Achieve

WIG 1: Improve student achievement in the area of student progress in each grade level, content area, and special populations as measured by performance on local, district, and state assessments by 5%, as well as increase Index #2 (student progress) by 5 points as measured on the State Report card performance.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of BOY, MOY, and EOY progress monitoring tool in Reading and Math for 6th, 7th, and 8th grade.	Administration; Math and ELAR teachers			Scorecard monitoring tool.	Analysis of student performance data. Improved STAAR performance	October: 2018 February: 2019 May: 2019
6th grade will utilize MAP testing as universal screener for Math and Reading.	Administration; Math and ELAR teachers			Scorecard monitoring tool.	Analysis of student performance data. Improved STAAR performance	October: 2018 February: 2019 May: 2019
Implementation of SRI Reading universal screener for all 7th and 8th grade students in ELAR.	Administration; ELAR teachers			Teacher reports, scorecard monitoring tool, results disaggregated by content teachers.	Analysis of student performance data, student work samples, student performance reflected on STAAR assessments	October: 2018 February: 2019 May: 2019
Implementation of TEA interim Math and ELAR STAAR release test for Benchmark Testing	Administration; campus testing coordinator, Math and ELAR teachers			Scorecard monitoring tool, students results	Analysis of student performance data	November 2018 February 2019
All core content teachers will participate in weekly Core Time meetings to develop common lesson plans to ensure vertical and horizontal alignment through the use of 5E lesson planning.	Administrators, ELAR, Math, Science, and Social Studies teachers			Agendas, sign-in sheets, and lesson plans.	Student work, common formative assessments, and common summative assessments.	Once per week. Ongoing

WIG 1: Improve student achievement in the area of student progress in each grade level, content area, and special populations as measured by performance on local, district, and state assessments by 5%, as well as increase Index #2 (student progress) by 5 points as measured on the State Report card performance.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Weekly RtI Team Meetings will be held to identify and monitor student progress in all core classes in order to reduce achievement gap while focusing specifically on Special Education student performance in Reading. *Addresses missed systems safeguard.</p>	<p>RCMS Core Content Staff, Administrator s and Counselors</p>			<p>Team developed student lists, AWARE monitoring lists, PLC agendas, and teacher feedback.</p>	<p>Reduced number of students listed on RtI list.</p>	<p>Once per week. Ongoing</p>
<p>ELAR teachers will utilize the Workshop model to implement 10- minutes of independent reading to strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students including Special Education students. *Addresses missed systems safeguards.</p>	<p>ELAR Teachers and Administrator s</p>			<p>Student work samples, classroom libraries, and lesson plans.</p>	<p>AWARE Common assessments, teacher developed grading rubrics, student work samples, and STAAR assessments.</p>	<p>District developed ELA/Reading common summative assessments: Nov. and Dec.</p>
<p>Implementation of Accelerated Math remediation class in addition to math class, for 6th, 7th, and 8th grade for students identified as needing additional support due to not meeting standard on Math STAAR tests the previous school year.</p>	<p>Math Department, Principal, Assistant Principals, and Counselors</p>			<p>Reflected on students' schedules and master schedule; ongoing Math PLC meetings to plan and discuss individual needs; progress monitoring based on student mastery of TEKS.</p>	<p>Progress reports, math common assessments, and Math STAAR assessments.</p>	<p>October: 2018 January: 2019 April: 2019</p>

WIG 1: Improve student achievement in the area of student progress in each grade level, content area, and special populations as measured by performance on local, district, and state assessments by 5%, as well as increase Index #2 (student progress) by 5 points as measured on the State Report card performance.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of Achieve 3000 remediation course for identified students showing significant gaps in ELAR progress in addition to primary ELAR course. *Addresses missed safeguards.	ELAR Department, Special Education Department, Principal, Assistant Principals, and Counselors	SCE: \$60,000 FTEs: 1.0		Reflected on students' schedules and master schedule; ongoing ELA/Reading and Special Education PLC meetings to plan and discuss individual needs; progress monitoring based on student mastery of TEKS.	Progress reports, ELA/Reading common assessments, and REading and/or Writing STAAR assessments.	October: 2018 January: 2019 April: 2019
Implementation of Imagine Math program for all students placed in Accelerated Math courses.	Administration; Math teachers	Campus funds		Lesson plans, student reports, scorecard reporting, walkthroughs	Improved students' grades, improved student achievement measured by STAAR.	October: 2018 February: 2019 May: 2019
Ongoing before and after school tutoring offered by individual core content teachers specifically targeting Special Education students not meeting standard on Reading STAAR as determined by the 2018 Systems Safeguards. *Addresses systems safeguards.	Math, Science, ELAR, and Social Studies Teachers			Tutorial sign-in sheets maintained by individual teachers.	Increase in student achievement as measured in regular core content classes; progress reports, 9-week report cards, campus common assessments, and STAAR testing.	October: 2018 January: 2019 April: 2019

WIG 2: Crowover Middle School will develop a positive campus culture through events, programs, and timely and effective communication with students, staff, and parents as measured by campus and district surveys.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continuation of Parham Pages and Crowover News staff memos.	Principal and Assistant Principals			Weekly Newsletters for staff. Use of SMORE online program	Teacher feedback and surveys	Weekly
Use of in-school announcements, school messenger, campus website, Twitter, and Facebook to routinely and regularly communicate with students, parents and staff.	Principal, Assistant Principals, and Counselors			Number of messages relayed to student, parents, and staff.	Parent, student, and staff survey. Increase community involvement.	Ongoing
Implementation of CHAMPS behavioral expectations.	Administrators, Counselors, and Classroom Teachers.			Beginning of the year staff training. Development of CHAMPS visuals Weekly CHAMPS teacher emails and reminders	Students following CHAMPS behavioral expectations. Decreased student discipline.	Ongoing
Implementation of Positive Office Referral	Administrators, Counselors, and RCMS faculty and staff			Number of positive office referrals written by RCMS staff.	Decreased student discipline. Student and parent feedback.	Ongoing

WIG 2: Crowover Middle School will develop a positive campus culture through events, programs, and timely and effective communication with students, staff, and parents as measured by campus and district surveys.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Implementation of Study Skills Class for all 6th grade students implementing Strengths Based curriculum. Students will learn how to make wise decisions in regards to eating healthy, risky behaviors, study skills, note-taking, and public speaking.</p>	<p>Study Skills Teachers, Counselors, Guest Speakers, and Administration</p>			<p>Students' schedules, grades, lesson plans, walkthroughs, and observations.</p>	<p>Students' grades and campus surveys.</p>	<p>Ongoing</p>
<p>Implementation of Strengths Based curriculum in the Study Skills class for all 6th grade students.</p>	<p>Administrators, Counselors, and Classroom Teachers.</p>			<p>Beginning of the year staff training. Implementation of strengths curriculum. Weekly student lessons.</p>	<p>Decreased student discipline. Student and parent feedback.</p>	<p>Ongoing</p>
<p>RCMS will continue to promote a safe school climate and decrease all forms of violence by establishing expectations for behavioral norms, and by educating students about the types of violence, consequences of violence, and way to report violence.</p>	<p>Administrators, Counselors, Classroom teachers, and presenters</p>			<p>Counselor created presentation of social-emotional curriculum per Texas House Bills during 6th grade Study Skills and 7th and 8th grade Naviance including: HB 121 Relationship Violence, HB 1386 Suicide Prevention and Mental Health, HB 1041 Sexual Abuse/Child Abuse, HB 1942 Bullying Prevention.</p> <p>CHAMPS Cowboys who care</p>	<p>Discipline reports, Cowboys who care reports, and student surveys. Individual counseling offered to students as needed.</p>	<p>September-January.</p>

WIG 2: Crowover Middle School will develop a positive campus culture through events, programs, and timely and effective communication with students, staff, and parents as measured by campus and district surveys.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
RCMS will also increase levels of safety and security that promote wellness and resilience in students.	Administrators Counselors, SRO, RCMS faculty and staff			Participation in monthly safety drills	100% accuracy in executing safety drills.	Monthly
Fiesta Family Night will expand to include activities for Math, Science, Reading, Social Studies, and Career and Technical Education classes. The event is designed to bring students and families together and increase participation and performance in all academic areas.	RCMS-Faculty and staff			Student/teacher created games/activities; participation logs, photos, and videos.	Student/parent surveys. Increased participation.	November 13, 2018
House Bill presentations to promote anti-bullying, suicide, mental health, and drug awareness for student, parents, and staff.	Crisis Counselor and Principal			Intervention Schedule 9/26, 10/31, 11/6, and 12/5	Parent, student, and staff survey. Decrease in number of student conflicts during the school year.	
Judge McCary presentation for all 8th grade students focusing on cyberbullying and sexting.	Crisis Counselor and Principal			January 2019	Student Survey	January 2019
Student council will conduct three school-wide dances during the school year to promote student involvement.	Student council sponsors and student members			Dances set on campus master calendar	Student attendance and student feedback	Sept. 2018 Feb. 2019 May: 2019

WIG 2: Crownover Middle School will develop a positive campus culture through events, programs, and timely and effective communication with students, staff, and parents as measured by campus and district surveys.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
RCMS will continue to offer after school clubs.	Teachers Principal Assistant Principals			<p>Implementation of NJHS, Student Council, G.O.A.L, Arts and Craft Club, Once upon a page book Club, Debate, Pep Squad, Cheerleading, Robotics Club, Cowboys Who Care, Academic UIL, StopMo Club, and Jr. Thespian Club, Fellowship of Christian Athletes (FCA), Junior VASE, Fiddle Club, Chess Club, Girls Who Code, Spelling Bee, and Upstanders.</p> <p>Club dates posted on RCMS Calendar.</p> <p>Website links posted on RCMS web-page under activities.</p>	<p>Increase student attendance.</p> <p>Student feedback through campus surveys.</p> <p>Student participation in club activities</p>	Student sign-in sheets
Counselors will develop quarterly newsletter for parents, students, and staff	Counselors			Quarterly newsletter	Parent feedback through surveys	October 2018 December 2018 March 2019 May 2019
Implementation of student and staff member of the month.	Counselors and Administration			Monthly presentations	Campus Culture and Climate survey	Ongoing
Implementation of online campus suggestion google form.	Administration			Google form, teacher submission, campus responses.	Campus Culture and Climate survey	Ongoing



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...

STAAR Data
School Report Card
TAPR Reports
Safeguards Report
Eduphoria (Forethought) for lesson plans and (Aware) for common assessment data
Learning Walks

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">● Increased common assessment student scores.● At benchmark testing, 7th grade students were in 5% range of STAAR passing scores from previous year● Increased SRI student scores.● 90% Passing rate on 1st Round of STAAR Reading 8.● 88% Passing rate on 1st Round of STAAR Math 8	<ul style="list-style-type: none">● Continued development of the PLC process in all content areas.● Evaluate systems for students who have a need for math/reading intervention.● Data reveals discrepancy among our ELL, SpEd and low socioeconomic students.● Staff training on intervening in the classroom utilizing workshop model and differentiated instruction.● Staff support for embedded intervention in the classroom and ELAR integration support for combination of curriculum.● Evaluate inclusion model.

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.)...

- RCMS will utilize and monitor Professional Learning Communities to ensure that curriculum developed addresses students' needs as well as focuses on a rigor level satisfying the expectations of college readiness.
- Continue development of an Assessment For Learning team with focuses on the classroom instruction utilizing learning targets, effective feedback, and differentiation. In order to improve the student progress (index 2), all students must focus on extending the learning.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
Campus Culture and Climate Survey
PEIMs submission for staff 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"> ● 27.1% staff hold master's degree ● 34.8% of the staff has 6-10 years of experience. ● 96.9% staff attendance rate ● Meeting needs of all learners. (academic and social-emotional) 	<ul style="list-style-type: none"> ● We need to increase the number of high qualified minority teachers on campus to better represent our student population. ● Increase teacher knowledge and individual understanding of student diversity needs. ● Develop a First-Year Teacher Orientation to help new teachers understand campus expectations, lesson planning, and instruction. ● Assign First-Year teachers to a mentor teacher.

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"> ● RCMS must continue to seek current professional development and programs that assist staff meet the academic, behavioral, and social/emotional needs of our growing diverse population. ● RCMS will continue to develop campus-wide best practices through the use of Positive Behavior Support Systems to assist students as identified as high need.



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...

Data review of K-12 Insight PTA meeting agendas and feedback CLT Community member feedback Gallup 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"> ● Strong PTA Involvement with 100% staff membership. ● RCMS offers the following family and community involvement activities: Math/Science Night, Open House, Subway Spirit Night's, Stock Your Locker Night, Stampeded (Parent Involvement with volunteers) ● RCMS has established strong partnerships with the following community businesses/entities: Kroger, Corinth PD, TWU, University of North Texas, and North Central Texas College. ● RCMS has established mental health partnerships with a variety of entities in the community which allow for counseling referrals, as well as, putting families in touch with needed resources such as food and clothing. ● Cross Point Community Church provided RCMS students in need with backpacks, binders, school supplies, and gift cards for holiday assistance. ● PTA facilitates community donations for Renaissance with the following businesses: Joey O's, WalMart, Cinemark, Sonic, Subway, Cowboy Chicken. 	<ul style="list-style-type: none"> ● RCMS will continue to increase communication with community through the use of School Messenger, PTA Meetings, and campus website.

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"> ● RCMS will continue to improve in the area of communication and community involvement for students, parents, and staff. It has been identified that communication and community involvement in the strategic planning process for academic, behavioral, and social/emotional must be timely and consistent. ● These areas will be addressed through PTA newsletters, counselor newsletters, staff communication(Parham Pages), community communication through School Messenger, website, Twitter, and Facebook. Communication will include student and staff celebrations.



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
Campus surveys
District Surveys
Team/Department Leader Meetings- Agendas and Minutes
Grade-Level Teaming Meetings- Agendas and Minutes
Core Time Meetings- 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...
<ul style="list-style-type: none">• Teacher voice through: TCC, team meetings, leader meetings, "the beach/parking lot", campus and district surveys.• Communication/district initiatives: Principal Hot Topic Meeting with district representatives, C4 administration cohort/zone work.• Parents believe teachers hold high learning standards for our learners, that we keep our school clean, and are comfortable with communicating with staff.	<ul style="list-style-type: none">• RCMS has a need to develop a new system for a positive feedback loop for campus practices and concerns.• Increase community communication with regards to safety and security. Communicate regarding the types, frequency, and expectations of safety drills.

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">• RCMS has greatly improved communication with students, parents, and staff. The administrative staff will build upon improvements from 2017-18 by developing a feedback loop that involves multiple stakeholders.
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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

- 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...

K-12 Campus Culture and Climate Survey
TAPR
PTA Feedback
CLT Community member feedback
District level counseling survey
PEIMs Discipline 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...
<ul style="list-style-type: none"> ● The majority of students feel safe (86.2%) in the hallways; slightly lower in locker rooms, restrooms, and bus lane. 60.6% feel safe from verbal abuse, harassment, teasing, and bullying; 73.6% believe adults at school enforce rules against verbal abuse, harassment, teasing, and bullying while 89.6% believe adults enforce rules against physical violence. 64.1% feel comfortable reporting harassment or violence to an adult. If students assigned a letter grade to personal safety at RCMS, it would be as follows: A 31.3%, B 41.4%, C 16%, D 6.9%, F 4.3%. ● The majority of students (72.4%) believe an adult cares when they are absent. 76.7% say they are treated respectfully by teachers, 84.1% believe adults on campus treat each other respectfully. 79% believe students are encouraged to respect each others' differences. 74.4% believe there is an adult on campus they can talk to about personal problems. 91% believe friendships and positive peer relationships are encouraged on campus. 82.6% believe RCMS is a friendly and welcoming environment for new students. ● 85.7% of students report they are encouraged to make positive, healthy choices in their lives. 87.9% believe they are encouraged to accept responsibility for their choices. 80.4% believe they are informed about skills related to empathy, decision making, problem solving, communication, and conflict resolution. 	<ul style="list-style-type: none"> ● Many students are not aware of the anonymous online reporting system. ● While the majority of students remain engaged per Gallup, 28% report being not engaged and 13% indicated actively disengaged (still slightly above district and national averages). Engagement is measured by feeling safe, having fun, interesting learning, having a best friend, being commended for hard work, level of perceived adult caring, excitement about the future, teachers conveying the importance of school work, and students giving their best. Lower scores were indicated in "having fun at school" and "in the last 7 days, someone has told me that I have done good work at school". ● While RCMS teachers have written more positive office referrals, our negative referrals outnumber our positive referrals by 40. We may need to find a way to encourage teachers to focus on positive reinforcement especially in the 2nd half of the year. **look at updated data from EOY 16-17. ● Look at alignment of social emotional

	<p>needs/behavior/support services.</p> <ul style="list-style-type: none">● Lowest ranking indicators from parents and employees (18%) suggest students may not treat each other with kindness and respect.
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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.)...

<p>Based on the findings, RCMS will focus on developing the following:</p> <ul style="list-style-type: none">● Increased awareness about online anonymous reporting re: bullying, harassment, physical violence, etc.● Collaborate with Guyer HS to implement PALs mentoring program at RCMS for disengaged and hopeless students; identification of such students.● Continue increased adult presence in hallways and transition areas.● Continue to encourage prosocial behavior and positive peer interactions through a weekly character trait that is presented during Friday announcements.● Continue to build meaningful relationships with students through club programming.● Continue to encourage positive reinforcement through positive office referrals submitted by staff members.
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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...

TEA Accountability Summary Staff Attendance Rates Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● 22 teachers on campus with 6-10 years experience. ● 19 teachers on campus with 11-20 years experience. ● 5 teachers on campus with 20+ years. ● 73% of our teaching staff has over 5 years experience. ● Teacher/Student Ratio 14.9% ● Percentage of minority teaching staff increased from 10.5% to approximately 13%. ● Campus continues to build leadership capacity through developing PLCs, teaming, and new teacher mentoring. 	<ul style="list-style-type: none"> ● Mentor/support for new teachers on campus-sub time embedded for observation.

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"> ● RCMS will identify new teachers and coaching staff to participate in new teacher mentor program. ● Each new staff member will be assigned to a content-related mentor, as well as, district content specific instructional coaches will be utilized for additional support. ● New teaching staff will participate in the New Teacher Academy.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
2018 Stoplight campus data
Campus Radar Charts
TEA Distinction Designation Summary
2018 Campus Comparison
Common Assessment Data
RtI Campus 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">● 20% above district averages on benchmark scores.● Closed gaps between the sub-pops and overall performance in various content areas.● 90% passing (approaches) rate for reading, 88% passing (approaches) rate for math.● RCMS had a student achievement score of 91, closing the gap of 85, and campus overall score of 89.● RCMS Met Standard in all domain categories.● RCMS receive Designation Distinctions in Social Studies Academic Achievement and Postsecondary Readiness.● RCMS led the district in Social Studies Achievement.	<ul style="list-style-type: none">● Student progress (Index 2) scores indicates that a campus wide plan must be developed in order to target and improve this measurement.● Science STAAR scores demonstrate a decline over the past three years in all areas.● 7th and 8th grade Math STAAR scores demonstrate a decline over the past three years in both grade levels and sub-pops.

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">● Based on student results, RCMS will focus on improving individual student progress through BOY, MOY, and EOY progress monitoring in reading and math.● Scores also indicate that individual students must be targeted for early for intervention.● RCMS will decrease the achievement gap between special populations within campus achievement scores by implementing Achieve 3000 and Imagine Math for targeted assistance.● Targeted assistance will be provided during Content Core Time to ensure common planning and Assessment For Learning strategies are integrated during lesson planning, classroom instruction, and evidence of student mastery.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey RCMS Technology Team
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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...
<ul style="list-style-type: none"> ● Chromebooks (2:1) ● Online Professional Development -Eduphoria ● Development of campus Makers Space. 	<ul style="list-style-type: none"> ● Continue with technology professional development during faculty meetings. ● Develop campus wide expectations for student and staff use. ● Introduce and implement SAMR model to increase rigor when using technology.

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"> ● RCMS will continue to focus on teacher professional development to support the 2:1 D-Tech implementation in Denton ISD, as well as, increase the 21st century skills.



Summary of Priority Needs

Demographics...

- RCMS must continue to seek current professional development and programs that assist staff meet the academic, behavioral, and social/emotional needs of our growing diverse population.
- RCMS will continue to develop campus-wide best practices through the use of Positive Behavior Support Systems to assist students as identified as high need.

Student Achievement...

- Based on student results, RCMS will focus on improving individual student progress through BOY, MOY, and EOY progress monitoring in reading and math.
- Scores also indicate that individual students must be targeted for early for intervention.
- RCMS will decrease the achievement gap between special populations within campus achievement scores by implementing Achieve 3000 and Imagine Math for targeted assistance.
- Targeted assistance will be provided during Content Core Time to ensure common planning and Assessment For Learning strategies are integrated during lesson planning, classroom instruction, and evidence of student mastery.

School Culture and Climate...

Based on the findings, RCMS will focus on developing the following:

- Increased awareness about online anonymous reporting re: bullying, harassment, physical violence, etc.
- Collaborate with Guyer HS to implement PALs mentoring program at RCMS for disengaged and hopeless students; identification of such students.
- Continue increased adult presence in hallways and transition areas.
- Continue to encourage prosocial behavior and positive peer interactions through a weekly character trait that is presented during Friday announcements.
- Continue to build meaningful relationships with students through club programming.

- Continue to encourage positive reinforcement through positive office referrals submitted by staff members.

Staff Quality, Recruitment and Retention...

- RCMS will identify new teachers and coaching staff to participate in new teacher mentor program.
- Each new staff member will be assigned to a content-related mentor, as well as, district content specific instructional coaches will be utilized for additional support.
- New teaching staff will participate in the New Teacher Academy.

Curriculum, Instruction, and Assessment...

- RCMS will utilize and monitor Professional Learning Communities to ensure that curriculum developed addresses students' needs as well as focuses on a rigor level satisfying the expectations of college readiness.
- Continue development of an Assessment For Learning team with focuses on the classroom instruction utilizing learning targets, effective feedback, and differentiation. In order to improve the student progress (index 2), all students must focus on extending the learning.

Family and Community Involvement...

- RCMS will continue to improve in the area of communication and community involvement for students, parents, and staff. It has been identified that communication and community involvement in the strategic planning process for academic, behavioral, and social/emotional must be timely and consistent.
- These areas will be addressed through PTA newsletters, counselor newsletters, staff communication(Parham Pages), community communication through School Messenger, website, Twitter, and Facebook. Communication will include student and staff celebrations.

School Context and Organization...

- RCMS has greatly improved communication with students, parents, and staff. The administrative staff will build upon improvements from 2017-18 by developing a feedback loop that involves multiple stakeholders.

Technology...

- RCMS will continue to focus on teacher professional development to support the 2:1 D-Tech implementation in Denton ISD, as well as, increase the 21st century skills.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Reagan Glenn
Teacher	Jill Goerner
Teacher	Mary Kate Davis
Teacher	Erin Smithers
Teacher	Stephanie Young
Teacher	Amy Miller
Campus-Based Nonteaching Professional	Rachel Nygrin
Campus-Based Nonteaching Professional	Jennifer Carter
Campus-Based Para or Operations Staff Rep	Fawnda Dooley
District-Level Professional	Dwight Goodwin
Parent Rep	Marci Tamplin
Parent Rep	Tina Hileman
Community Rep	Andrea Perrin
Community Rep	Fred Perrin
Business Rep	Laquita Harmon

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

Date	Time	Location
February 1, 2018	4:00 p.m.	Crownover Middle School
March 8, 2018	4:00 p.m.	Crownover Middle School
April 5, 2018	4:00 p.m.	Crownover Middle School
May 5, 2018	4:00 p.m.	Crownover Middle School
August 30, 2018	4:00 p.m.	Crownover Middle School

Harpool Middle School



Campus Improvement Plan 2018-19

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

Harpool Middle School will empower, inspire, and nurture all students to become problem solvers, achieve personal success, and contribute responsibly to our school, community, and world.

School Vision

To make Harpool Middle School a place where students and staff have high expectations for themselves and others while building relationships through exceptional learning experiences.

School Values

We VALUE and NURTURE students within our school.

We BELIEVE that every student is capable of learning and should be held accountable for his/her performance and citizenship.

We CELEBRATE and SUPPORT student and faculty success.

We LAUGH and SMILE everyday with our students and each other.

We CONDUCT our business of education in a professional, ethical, and legal manner.

We PROVIDE an inviting, supportive, and safe environment.

We ENGAGE in a community environment that allows all stakeholders to work together on various aspects of the middle school experience.

WIG 1: By May 2019, 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. This will be measured by the end of the year surveys. We would like to see a 10% reduction in negative feedback and a 10% increase on overall school safety.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue Stand up Crew- counselors will support a core group of students that will learn how to advocate for themselves as well as other students	Counselors			Group meetings	Reduction of reports of behaviors against other students	
Renaissance Awards- each 9 wks we will recognize students with good grades and behavior	Teams Admin Counselors			9wks awards facilitated by PTA	Students are proud of their accomplishments	
Submit parent/ student/ staff surveys every 9wks	ITS			Surveys sent out every 9 weeks	Get feedback from all stakeholders throughout the year so that we can make changes throughout the year	
Attend Jostens Renaissance speaker Mike Smith-ultimate goal: to have a positive influence on the culture/climate; Mike, the host of The Harbor by Jostens as well as the host of the tour this year, is one of many resources Jostens offers to help ensure success on a daily basis.	Admin			Attend the conference on Oct 25th at Frisco Lebanon Trail HS	Positive response from students and staff	
Promoting all co-curricular events- get 80% of HMS students involved	Admin Counselors ITS			checks throughout the year Start and end of year	More students are involved at Harpool	
Red Ribbon Week- TBD- establish days and advisory lesson	turner			Red ribbon days and advisory lesson	Make students aware of dangers of drug use	
Kindness Campaign Character Week- TBD-establish days and advisory lesson	turner			Character days and advisory lesson	Promote good character with students and staff	
PTA Family Nights- TBD	PTA			We will hold PTA night meetings throughout the	Parent participation	

WIG 1: By May 2019, 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. This will be measured by the end of the year surveys. We would like to see a 10% reduction in negative feedback and a 10% increase on overall school safety.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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Strengths Academy for all 6th/7th graders	Smith	\$8100/ Lantana		Teachers training Students take strengthsfinder Weekly lessons during advisory	Students are aware of their strengths and focus on them	Teachers trained
Branded Tickets- award tickets for students doing the right thing	All staff			Increase the amount of branded tickets given by teachers	Better behavior	
Student of the Month	Vasquez			Monthly- trip to Argyle FD and Pizza	Students honored for good behavior	
Promote District Bullying link	Smith			Weekly parent newsletter HMS FB	Students feel safe at school and have an outlet to report bullying	
Student Perfect attendance Awards	Vasquez			9wks awards End of year award	Increase student attendance	
Teacher Perfect Attendance Awards	Vasquez			9wks award End of year award	Increase teacher attendance	
Diversity Celebration-	Admin Team			Mid year celebration and year long celebrations	Increase awareness of culture differences at Harpool MS	
Daily character building messages	smith			Daily announcements regarding character/ social development	Awareness of building character	

WIG 1: By May 2019, 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. This will be measured by the end of the year surveys. We would like to see a 10% reduction in negative feedback and a 10% increase on overall school safety.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Ticket Party for students who have not lost tickets for infractions	Teams			Team Celebrations	Student behavior improves	
Builders club	Richardson			recycling/ grounds improvement	Increase recycle numbers Flower beds are maintained and look nice	
Career Day	Counselors			Community members presenting	Surveys	
Technology Explosion	Guynes			Presentation of Projects to stakeholders	Technology Pathways into High School	

WIG 2: All students will attain expected growth of at least one grade level in reading and math by the end of the year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All SPED teachers will be trained and use Achieve 3000 in reading and math	SPED teachers Smith			Implementation of achieve 3000 in SPED classes	Students reading and math levels will increase throughout the year	
All 6th grade math/ reading will be trained in MAP and administer the BOY MOY EOY	6th teachers Admin its			BOY, MOY, EOY data	Consistent progress	
Reading intervention teacher will work throughout the year with students at least two grade levels below	Drew Johnson	SCE: \$60,000 FTEs: 1.0		Administration of begin, mid and end of the year 6th MAP 7th/ 8th sri	Students reading levels will increase by the end of the year	
Develop strong PLC that focus on the four strands	All staff			Weekly grade content PLCs	Increased student achievement	
Teachers closely collaborate and are aware of students performance that did not make one year's growth	Vasquez Teachers			Vasquez will post data that shows the students that did not make progress. Presented during team meetings and monitored throughout the year.	Students assessment scores will closely correlate to their respective test for that grade level.	
Teachers will carefully look at each student's IEP and ensure that goals include exposing students to grade level TEKS. This may be a wide range of exposure based on the students' FIE testing and disability(s).	Inclusion teachers, PABS, AVLS teachers			Regular education reading classes should be followed with specific reteaching in Advisory classes. This can take the form of individual discussion/feedback, group discussion/feedback, Compass Learning, or other formative assessments geared toward keeping students on track.	Students reading and math levels will increase throughout the year	
7 th Grade Inclusion teachers, PBAS, and AVLS teachers will carefully look at each student's IEP and ensure that goals include exposing students to grade level TEKS. This may be a	7 th Grade Inclusion teachers,			Regular education English classes should be followed with specific reteaching in Advisory classes. This can	Students reading and math levels will increase throughout the year	

WIG 2: All students will attain expected growth of at least one grade level in reading and math by the end of the year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
wide range of exposure based on the students' FIE testing and disability(s). Addresses missed system safeguard (SPED READING)	PBAS, and AVLS teachers			take the form of individual discussion/feedback, group discussion/feedback, or other formative assessments geared toward keeping students on track. English Common Assessments should be used to gauge students' grasp on grade-level TEKS as they pertain to their writing strengths and weaknesses. Advisory should be used to give feedback and intervention to students after summative assessment is given.		
Provide Professional development at Guyer Convocation	Smith	\$500 lantana		presented on Aug 7, 2018 at GHS		Completed
PD on Learning Targets-	Admin C&I Coordinat or/IST			Aug 10 Oct 15 Jan 7 Mar 18	Focus on Learning targets	
Administer TEA Interim to monitor student progress on STAAR test	ADMIN Teachers			Administer TEA interim test in Nov / Feb	Increase STAAR levels in all three categories (approaches, meets, masters)	
PD for teachers- TIA AFL conference TCEA content conferences	admin			Conference attendance	Knowledge and skill that can be implemented in class. Teachers will also present to other staff members	



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Technology, horizontal and vertical alignment, benchmarks, 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...
Curriculum, teachers, resources, C and I, created time in the day for teachers to plan together	Need to continue to monitor and discuss student data

Summary of Needs

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

Need to continue to monitor and discuss student data
--



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, teacher-student ratio

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 mobility rate Post secondary readiness Science/ Math class size low	Increase attendance, monitor needs of special populations, keep class sizes small

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.)...

Need to increase attendance for target distinction Be mindful of our special populations



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 hours, parent 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 -
---------------------	----------------

Volunteer hours are high Parents surveys are good	Monitor the needs of our special populations

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.)...

Improve the culture of the school among all student groups



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, master schedule, duty, communications

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...
Structure Facility Schedule communication	improve duty/ security

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 look for ways to improve, but I feel that we do a pretty good job in this area



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, informal interviews, parent conferences

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...
Great climate and culture- think we do this real well	NA

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.)...

Keep soaring with our strength



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 certifications, staff mobility, professional development, recruitment

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 teacher are HQ Low staff mobility Availability of professional development throughout the year for teachers	Difficult to recruit minority candidates 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.)...

Need more minority teachers and staff



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State assessments, advance courses, failure rates

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...
Good STAAR scores High percentage of students taking advanced classes Low failure rates	Increase level 3 (advance) scores

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 improve level 3 scores



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...

Infrastructure, inventory, brightbytes survey, teacher 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...
Good base of technology Good brightbyte survey	Increase level on brightbyte survey

Summary of Needs

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

Need students to improve to accomplished on survey
--



Summary of Priority Needs

Demographics...

Improve relations with all student populations

Student Achievement...

Increase level 3 scores

School Culture and Climate...

Continue to do what we do

Staff Quality, Recruitment and Retention...

Recruit minority staff

Curriculum, Instruction, and Assessment...

Allow time to collaborate amongst teachers

Family and Community Involvement...

Continue to look at ways to include community and parents

School Context and Organization...

Continue with structure and processes

Technology...

.Keep adding technology and PD for teachers and students

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Tammy Allen
Teacher	Tressa Barrea
Teacher	Michael Guynes, Sue Martin
Teacher	Jacqueline Pirtle, Kelsey Macke
Teacher	Tracy Reed, Christi Weems
Teacher	Bryan Stone, Tyler Horner
Campus-Based Nonteaching Professional- Library, ITS	Sherry Brandt, Chavayee Johnson
Campus-Based Nonteaching Professional- Counselors	Hope Lewis, Amy McCloud, Eren Turner
Campus-Based Para or Operations Staff Rep	Tiphanie Tisdale
District-Level Professional	Shanna Mikolajchak
Admin	Jeff Smith, Summer Vasquez, Matt Willoughby
Parent Rep	Amiee Jones
Community Rep	Nancy Jordan
Community Rep	
Business Rep	Aaron Goldstein

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

Date	Time	Location
Aug 27, 2018	3:35 pm	HMS Library
Sep 24 , 2018	3:35 pm	HMS Library
Oct 22, 2018	3:35 pm	HMS Library
Nov 26, 2018	3:35 pm	HMS Library
Dec 3, 2018	3:35 pm	HMS Library
Jan 28, 2019	3:35 pm	HMS Library
Feb 25, 2019	3:35 pm	HMS Library

Mar 25, 2019	3:35 pm	HMS Library
Apr 29, 2019	3:35 pm	HMS Library
May ?, 2019	3:35 pm	HMS Library

John H. Guyer High School



Campus Improvement Plan 2018-19

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

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.

School Vision

Guyer High School will provide a high quality education that prepares students to be responsible citizens who flourish in their post-secondary lives after graduation. We will cultivate an environment of efficient and effective problem-solvers who are empowered to think critically, collaborate, and communicate effectively.

School Values

We promote high expectations and a rigorous curriculum; We believe all students deserve an equitable education; We value collaborative learning; We promote critical thinking; We value effective communication; We value respect of self and others.

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 2019, 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 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide core areas with specific student EOC data from 2018 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	Administrators Testing Coordinator			Department Meeting Agendas PAP/AP Meeting Agendas PLC Agendas	Increased EOC and AP scores	
Implement DMTSS to 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.	Administrators Department Heads			Planning Date Data Calendar of Dates PLC Agendas	Increased success in student grades and EOCs	
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, analyze common assessment data from Aware to determine areas of need, and design intervention before, during, and after the school day.	English staff			English Department Meetings PLC Agendas Lesson Plans Common Planning Agendas PSAT/SAT/ACT data Tutorial Attendance Documentation	Increased success in EOC tests, PSAT/SAT/ACT tests Student Grade Reports	
As a result of analyzing STAAR EOC and	Math Staff			Lesson Plans	Evidence of increased	

WIG 2: Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Education Agency’s College, Career, and Military Readiness Indicators, we will increase the percentages of students meeting academic indicators or standardized testing benchmarks by June 2019. Additionally, Guyer High School will ensure that the percentages of students engaged in school and community activities and organizations increases by June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Recruit and retain potential students for our PreAP/AP/dual credit courses</p> <ul style="list-style-type: none"> -Utilize AP Potential™ to identify students whose classroom performance and standardized testing results suggest high potential for success in AP and on AP Exams -Employ AP Vertical Teaming between middle school and high school in the Guyer Zone -Offer additional professional development for AP teachers -Offer parent education opportunities regarding student participation in AP program -Offer College 101 during course request period for potential dual credit students -Send dual credit postcards/letters to eligible students who are potential dual credit students <p>Recruit and retain potential students for our dual credit courses</p> <p>Counsel and advise student course selection to increase student enrollment and completion of coherent sequence of CTE courses</p>	<p>Teachers Counselors Administrators</p>			<p>Increased participation/enrollment/retention in PreAP/AP/dual credit courses</p> <p>Increased participation/enrollment/retention in dual credit courses</p> <p>Increased completion of coherent sequence of CTE courses</p>	<p>Increased Pre/AP credit awarded</p> <p>Increased AP exam scores</p> <p>Increased college credit awarded</p> <p>Decrease in students dropping PreAP/AP courses</p>	

WIG 2: Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Education Agency's College, Career, and Military Readiness Indicators, we will increase the percentages of students meeting academic indicators or standardized testing benchmarks by June 2019. Additionally, Guyer High School will ensure that the percentages of students engaged in school and community activities and organizations increases by June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue organization, activity, club recruitment				Every student at GHS will belong to school recognized organization, activity or club	Every student at GHS will belong to school recognized organization, activity or club	

WIG 3: The Guyer High School student body and staff will develop an atmosphere of acceptance at GHS by showing a 5% increase in feeling of safety and connectedness by June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Provide education and activities 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.</p> <p>Parent education in mental health and wellness through conducting parent presentations and providing resources.</p> <p>Continue monthly safety audits of facilities.</p> <p>Continue to communicate with parents through E Alerts, Guyer Website, HAC, and Newsletters, and Naviance emails.</p>	<p>Counselors Administrators</p> <p>Counselors Administrators SRO</p> <p>Administrators</p> <p>Administrators;</p> <p>Counselors; Librarians and ITS</p>			<p>Survey concerning safety and connectedness on campus</p> <p>Discipline Data</p> <p>Parent Presentation</p> <p>Attendance</p> <p>Post-Parent Presentation Surveys</p> <p>Calendar of Audits</p> <p>Website E-Alerts Newsletters Gradespeed Usage</p>	<p>Survey data/results concerning safety and connectedness on campus</p> <p>Lower incidences of bully, harassment, fighting, etc. on the end of the year discipline report</p> <p>Increased parent participation; increased parent request for resources; increased traffic on mental health website</p> <p>Calendar of Audits</p> <p>Parent Survey Website E-Alerts Newsletters Gradespeed usage</p>	



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...

State accountability data
PLC Data
T-TESS observation data
District assessment data
Professional Development Plan
Scope and Sequence; Pacing Guides

Teacher Lesson Plans
 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

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>High quality PLCs</p> <p>Assessment for Learning Strategy Implementation</p> <p>Teacher knowledge of and implementation of curriculum</p>	<p>Additional professional development in next stages of Assessment for Learning</p> <p>Provide the maximum intentional collaboration time for PLCs</p> <p>Continue to support and grow our DMTSS</p> <p>Continue to use of data to inform instruction</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.)...

Additional professional development in next stages of Assessment for Learning

Provide the maximum intentional collaboration time for PLCs

Continue to support and grow our DMTSS

Continue to use of data to inform instruction



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
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

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>Low mobility rate for our school comparison group</p> <p>Strong truancy prevention measures</p>	<p>Identify and recruit more students to dual credit courses</p> <p>Identify and recruit more students to AP courses</p> <p>Continue to monitor and make meaning of trends in special programming</p> <p>Develop strategies for addressing and lowering the percentage of students identified as At-Risk</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.)...

Identify and recruit more students to dual credit courses

Identify and recruit more students to AP courses

Continue to monitor and make meaning of trends in special programming

Develop strategies for addressing and lowering the percentage of students identified as At-Risk



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 surveys

Home Access Center Usage

Volunteer Logs

PTSA Membership

Adopt-A-School Participation

Booster club membership

Community Service Agencies and Support Services

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 -
Increased membership in PTSA High parental and community support for the student body GHS Alumni Association continues to evolve	Meaningful opportunities for parental engagement Continue to increase PTSA membership and active participation Continue to develop business and community partnerships

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.)...

Meaningful opportunities for parental engagement
Continue to increase PTSA membership and active participation
Continue to develop 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
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

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

List the actual data sources reviewed below...

Administrative duty protocol

Teacher duty protocol

PLC agendas

Professional development agendas

CLT Agendas

PLC Agendas

Campus Master Schedule

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...
Administrator leadership Teacher leadership Campus Leadership Team	Continue to find and support opportunities to develop student leadership

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 enhance vehicles for collaborative leadership between administration and teachers

Continue to find and support opportunities to develop student leadership



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
Focus Groups
Feedback Data
Classroom and School Walkthrough Data
Parent Conferences, Meetings
College, Career, Military Readiness 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...
College, Career, Military Supporting Culture Family atmosphere Highly engaged staff and student body Campus culture of high expectations Campus culture supports academic excellence	Improve communication from school to home at multiple levels Publicize the great things happening on campus Intentionally address specific concerns identified in student, parent, and staff surveys

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.)...

Improve communication from school to home at multiple levels Publicize the great things happening on campus Intentionally address specific concerns identified in student, parent, and staff surveys
--



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/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

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...
100% Highly Qualified Staff Knowledgeable and skilled teaching staff Engaging and committed teaching staff	Continue to provide quality, ongoing professional 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.)...

Continue to provide quality, ongoing professional development



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...

2018 EOC Data

PSAT/SAT Data

ACT Data

Campus and district assessment data

AP/Dual Credit Data
State accountability data
Graduation rates
Dropout rates

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...
High graduation rate	Continue to support high functioning PLCs
Low dropout rate	Continue to support SAT preparation class
SAT Preparation	Continue to support the implementation of DMTSS
DMTSS implementation	Continue to grow in our building-wide implementation of Assessment for Learning Strategies
Effective PLCs	

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 support high functioning PLCs
Continue to support SAT preparation class
Continue to support the implementation of DMTSS
Continue to grow in our building-wide implementation of Assessment for Learning Strategies



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 Policies and Procedures

Technology integration 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...
Passionate and knowledgeable instructional technology specialist	Continue to increase the number of student devices throughout 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.)...

Continue to increase the number of student devices throughout the campus
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Summary of Priority Needs

Demographics...

Identify and recruit more students to dual credit courses

Identify and recruit more students to AP courses

Continue to monitor and make meaning of trends in special programming

Develop strategies for addressing and lowering the percentage of students identified as At-Risk

Student Achievement...

Continue to support high functioning PLCs

Continue to support SAT preparation class

Continue to support the implementation of DMTSS

Continue to grow in our building-wide implementation of Assessment for Learning Strategies

School Culture and Climate...

Improve communication from school to home at multiple levels

Publicize the great things happening on campus

Intentionally address specific concerns identified in student, parent, and staff surveys

Staff Quality, Recruitment and Retention...

Continue to provide quality, ongoing professional development

Curriculum, Instruction, and Assessment...

Additional professional development in next stages of Assessment for Learning

Provide the maximum intentional collaboration time for PLCs

Continue to support and grow our DMTSS

Continue to use of data to inform instruction

Family and Community Involvement...

Meaningful opportunities for parental engagement

Continue to increase PTSA membership and active participation

Continue to develop business and community partnerships

School Context and Organization...

Continue to enhance vehicles for collaborative leadership between administration and teachers

Continue to find and support opportunities to develop student leadership

Technology...

Continue to increase the number of student devices throughout the campus

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Shanna Stovall
Teacher	Misty Moffit
Teacher	Stephanie Taylor-Whitlow
Teacher	Bridget Matamoros-Mota
Teacher	Amanda Rahlf
Teacher	Stephen Shade
Teacher	Jill McGrew
Campus-Based Nonteaching Professional	Andrea Wyatt
Campus-Based Para or Operations Staff Rep	Lisa Bigrigg
District-Level Professional	
Parent Rep	Michele Langley
Parent Rep	Beth Ricardo
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
9/4/2018	4:15 p.m.	GHS Library
11/6/2018	4:15 p.m.	GHS Library
1/22/2018	4:15 p.m.	GHS Library
3/5/2018	4:15 p.m.	GHS Library
4/30/2018	4:15 p.m.	GHS Library

Ryan Zone



Campus Improvement Plan 2018-19

Ginnings Elementary School



Campus Improvement Plan 2018-19

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.

Ginnings Vision: A campus of educational greatness

Ginnings Mission: To educate and inspire each child to reach their maximum potential



WIG 1: Improve student achievement in order to decrease the gap between district and campus performance by 5% or more as evidenced by local and/or state assessments during the 2018-2019 school year.

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 I instruction through planning, training, modeling, and coaching.	Literacy Coach	TI: \$70,000 FTE: 1	1 2 3 8 9 10	Structured planning schedule, PLC agendas, documentation of teacher contact log, request for coaching form	Common assessment data, workshop implementation in all classrooms, decreased student gaps, progress within all grading bands, positive impact noted on teacher feedback form	
Full-time Math coach will support teachers in Tier I instruction through planning, training, modeling, and coaching.	Math Coach (District)	TI: \$35,000 FTE: 1 (0.5 district)	1 2 3 8 9 10	Structured planning schedule, PLC agendas, documentation of teacher contact log, request for coaching form	Common assessment data, workshop implementation in all classrooms, decreased student gaps, progress within all grading bands, positive impact noted on teacher feedback form	
Full-time Literacy interventionist will intervene with students and teachers to support Tier I, II, & III instruction as necessary for improved student performance.	Literacy Interventionist	SCE: \$70,000 FTE: 1	1 2 3 8 9 10	Interventionist schedule, intervention lesson plans and progress monitoring forms, WIN time schedule	Decreased student gaps in Tier III students serviced via intervention tracked by common assessments, reduction in Tier III students based on iStation ISIP and screeners, reduction in special education referrals, increase in quality special education referrals	
Full-time Math interventionist will intervene with students and teachers to support Tier I, II, & III instruction as necessary for improved student performance.	Math Interventionist	SCE: \$70,000 FTE: 1	1 2 3 8 9 10	Interventionist schedule, intervention lesson plans and progress monitoring forms, WIN time schedule	Decreased student gaps in Tier III students serviced via intervention tracked by common assessments, reduction in Tier III students based on Far below basic criteria on Imagine Math, reduction in special education referrals, increase in quality special education referrals	

WIG 1: Improve student achievement in order to decrease the gap between district and campus performance by 5% or more as evidenced by local and/or state assessments during the 2018-2019 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Full-time Bilingual/ESL interventionist will intervene with students and teachers to support Tier I, II, & III instruction as necessary for improved student performance.	BIL/ESL Interventionist	SCE: \$70,000 FTE: 1	1 2 3 8 9 10	Interventionist schedule, intervention lesson plans and progress monitoring forms, WIN time schedule	Decreased student gaps in students serviced via bilingual/ESL intervention as documented via common assessments, reduction in Tier III students based on spanish or ESL iStation ISIP and screeners	
Full-time Reading Recovery/ Literacy support teacher will intervene with students and teachers to support Tier I, II, & III instruction as necessary for improved student performance.	Literacy Support Teacher (District)	SCE: \$35,000 FTE: 1 (0.5 district)	1 2 3 8 9 10	Reading Recovery/Lit Group schedules, lesson plans	Increase in number of students on grade level in reading who are serviced by RR teacher, increase in number of students who make a year's worth of growth or more	
Full-time Descubriendo la Lectura/Literacy support teacher (Bilingual/ESL) will intervene with students and teachers to support Tier I, II, & III instruction as necessary for improved student performance.	Literacy (BIL/ESL) Support Teacher (District)	SCE: \$70,000 FTE: 1 (1.0 district)	1 2 3 8 9 10	DLL/Lit Group schedules, lesson plans	Increase in number of students on grade level in reading who are serviced by DLL teacher, increase in number of students who make a year's worth of growth or more	
WIN time will be incorporated at every grade level to reteach, practice, and extend academic essentials for all students based on individual needs	Teachers, Interventionists, Tutors	N/A	1 2 8 9 10	WIN Time schedule, Win Time lesson plans, differentiated small group student lists	Decreased gaps in students being serviced during WIN time based on formative assessments and common assessments, reduction in number of students building wide who are in need of intensive WIN time intervention	
Students performing at the meets level will be provided with additional enrichment opportunities to promote academic growth towards the masters level on local and/or state assessments.	Teachers, EXPO Specialist, Administrators	N/A	1 2 8 9 10	PLC agenda meeting notes, WIN time lesson plans and schedules, student lists	Increase in student performance at the masters level on common assessments, decreased gap between district and	

WIG 1: Improve student achievement in order to decrease the gap between district and campus performance by 5% or more as evidenced by local and/or state assessments during the 2018-2019 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	Ti10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					campus percentage of masters level students	
Nine Weeks Power PLCs will be held for long range planning focusing on the four critical questions for each content area, with emphasis on the first two questions: (1. What do we want students to know and be able to do? AND 2. How will we know when they have learned it?).	Teachers, Interventionists, Coaches, Administrators	N/A	1 2 3 4 8 9 10	PLC agendas, team notes, development of detailed 9 week pacing guides that include formative assessments planning, development of small groups based on TEK level data for students not meeting target	Small group instruction focused on data and formative assessment/progress monitoring, decrease in student gaps based on TEK level data, alignment of curriculum, implementation, and assessment in planning and lesson delivery	
Bi-Weekly PLCs will be held focusing on the four critical questions, with emphasis on the last two questions (3. What will we do when they have learned it? AND 4. What will we do when they already know it?).	Teachers, Interventionists, Coaches, Administrators	N/A	1 2 3 4 8 9 10	PLC agendas, team notes, development of flexible groups for students who are at or above grade level	Small group instruction focused on data and formative assessment/progress monitoring for students at or above grade level based on TEK level data, increase in number of students who are at or above grade level	
Professional development will be conducted in the areas of Professional Learning Communities, Positive Behavior Support System, Assessment for Learning, Lucy Calkins, English Language Proficiency w/SIOP, Lead4ward, and Differentiated Instruction.	Administrators, Coaches, Interventionists, Teachers	Ti: 5,000	1 2 4 10	PLC agendas, Team notes, Implementation of campus initiatives in all classrooms, Lucy Calkins and Assessment for Learning implemented with fidelity building wide, staff sign-in sheets and eduphoria enrollment	Implementation of campus initiatives in all classrooms based on walkthrough and observation data	
Assessment for Learning (AfL) will continue to be implemented in the areas of Learning Targets and Strong and Weak Work.	Teachers, Interventionists, Coaches, Administrators	N/A	1 2 3 4 8	AfL Cohort folder evidence, walkthrough data, grade level AfL evidence folders	Students know and understand the day's learning targets as documented in walkthrough student questioning,	

WIG 1: Improve student achievement in order to decrease the gap between district and campus performance by 5% or more as evidenced by local and/or state assessments during the 2018-2019 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	ators		10		students understand strong and weak work as documented in AfL Cohort folder and walkthrough data	
Lucy Calkins Workshop Model will continue to be implemented in the areas of Reading and Writing.	Teachers, Interventionists, Coaches, Administrators	N/A	1 2 3 4 8 10	Mega Labs, walkthrough data, structured planning time, lesson plans	Increase between pre and post assessment data for Lucy Calkins reading and writing, increase in common assessment data	
Additional books and technology will be purchased to support the overall literacy experience for all students.	Teachers, Librarian, Interventionists, Coaches, Administrators	\$10,000	1 2 4 10	Growth in classroom and campus libraries, increased student self-selection of books, lesson plans include technology integration	Increased reading and writing levels based on assessments, students have opportunity to select good-fit books, increase student fluency in technology usage	
A system will be developed to track and monitor student data for PLC discussion and action planning.	Teachers, Interventionists, Coaches, Administrators	N/A	1 2 3 4 8 9 10	Ginnings Progress Monitoring forms, Students of Concern document, small group data trackers	Increase in student performance data based on action plan developed in PLC data conversations, use of progress monitoring forms and students of concern document inform PLC conversations and student next steps	
Denton ISD Multi-Tiered System of Support (DMTSS) will be implemented to provide targeted and differentiated interventions.	Teachers, Interventionists, Administrators	N/A	1 2 3 8 9 10	Monthly DMTSS grade level meetings, Students of Concern document, Ginnings Progress Monitoring forms	Students documented in eSTAR, decrease in number of students receiving supplemental and individualized interventions based on common assessment data and high-quality Tier I instruction, increase in	

WIG 1: Improve student achievement in order to decrease the gap between district and campus performance by 5% or more as evidenced by local and/or state assessments during the 2018-2019 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					quality referrals	
A variety of classroom walkthroughs and observations will be conducted focusing on teacher and student growth.	Administrators, Coaches	N/A	1 2 4 10	Google walkthrough forms, grade level sweeps, TTESS	Increase in targeted walkthrough data showing growth in teacher practice and student achievement	
iStation Reading and Imagine Math will be utilized to support Tier I, II, & III interventions, as well as a resource for accelerated instruction for students who Did Not Meet Grade Level on the STAAR assessment for 2017-2018.	Teachers, Interventionists, Coaches, Administrators	N/A	1 2 8 9 10	45 minutes per week planned via structured planning time, lesson plans indicating usage for all students, Imagine Math lesson data - number of lessons passed, iStation monthly ISIP	Students who are below grade level progress at least one level in Imagine Math or one tier in iStation, decrease in number of students who are far below basic based on Tier I instruction and MOY/EOY screeners in Imagine Math	
Reading and Math zone assessments will be designed and administered to obtain campus and zone data for improved instruction.	Teachers, Interventionists, Coaches, Administrators	N/A	1 2 8 9 10	Data in AWARE for both math and reading, lesson plans and calendar invites for scheduling	Increase in student performance data on zone assessments in both math and reading, targeted small group instruction based on TEK level data from zone assessments	
Faculty & Staff will attend district and non-district professional developments, trainings, or conferences and share their learnings with the campus upon return.	Teachers, Interventionists, Coaches, Administrators	N/A	1 2 3 4 10	Eduphoria workshop enrollment, sign-in sheets for workshops and staff trainings, AfL team will present their learning monthly with staff	Learning that is shared with campus is being implemented in classrooms, increase in use of universal best practices across the campus	
An attendance committee will be established to develop and implement plans for students to be at school everyday.	Administrators, Counselor, Teachers	N/A	1 2 6 10	Meeting agendas, meeting notes, attendance data, attendance report emails from Assistant Principal	Reduction in student absences and tardies	
Highly qualified general and bilingual education teachers will be recruited through multiple sources (i.e., job fairs, professional	Administrators	N/A	1 2 5	Attendance at job fairs and recruiting events	Increase in recruitment and retention of highly qualified teachers	

WIG 1: Improve student achievement in order to decrease the gap between district and campus performance by 5% or more as evidenced by local and/or state assessments during the 2018-2019 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
conferences, university partnerships, etc.).			10			

WIG 2: Improve school culture and climate in order to increase school-wide engagement among students, staff, parents, and the community to 90% or higher as evidenced by the K12 Insight survey at the end of the 2018-2019 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The campus mission, vision, values, and goals will be published on a one-page handout, posed on the campus website, and displayed around the school for all stakeholders to be informed.	Administrators	N/A	1 5 6 10	Document distributed to stakeholders, mission-vision-values-goals document and activity in google folder	Cohesiveness of stakeholders working towards campus mission, vision, values, and goals, stakeholders can articulate our campus mission and vision	
Multiple social media platforms will be used to keep all stakeholders informed on all classroom/school-wide events, updates, and information (i.e., Twitter, Facebook, ClassDojo, Bloomz, SchoolMessgener, Websites, Etc.).	Teachers, Club Sponsors, Counselor, Administrators	N/A	1 5 6 10	Social media platforms regularly updated, communication systems streamlined to provide a cohesive message to stakeholders	Stakeholder are informed and have avenues for two way communication, increased stakeholder participation in classroom/school-wide events	
A variety of family nights will be held for students to highlight learning with parents (i.e., Curriculum Night, Math & Reading Night, Family Fun Science Night, Special Areas Roundup, Open House, Etc.).	Teachers, Interventionists, Coaches, Administrators	N/A	1 2 3 6 10	Ginnings events calendar, family night documentation via social media platforms, sign in sheets	Increased parent engagement in family nights, increased parental awareness and support with student curriculum	
A variety of student clubs will be offered to foster school involvement (i.e., Helping Hands, GLEE, GEMS, Choir, Kids Kitchen, Chess, STEM, Etc.).	Teachers, Club Sponsors	N/A	1 3 6 10	Student participation lists, sign in sheets, social media platform documentation	Students feel increasingly engaged with school community, increased student participation in clubs, increased academic performance	
All families will receive ReadyRosie sign-up information to support students' home and school connects in grades K-3.	Teachers, Administrators	N/A	1 2 6 10	ReadyRosie communication/emails, ReadyRosie parent sign-up log, parent-teacher conference sign in sheets	Increased parental support at home, increased parental awareness about student progress, increased student performance at school	
Nine Weeks Jag Jamboree Assemblies will be held for student and teacher recognition for attendance, classroom/school-wide	Teachers, Counselor,	N/A	1 6 10	Ginnings events calendar, social media platform documentation	Increased teacher/student engagement from positive recognition, increased	

WIG 2: Improve school culture and climate in order to increase school-wide engagement among students, staff, parents, and the community to 90% or higher as evidenced by the K12 Insight survey at the end of the 2018-2019 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
expectations, participation, and exemplary behavior/professionalism.	Administrators				attendance, increased positive behavior in classrooms and common areas	
Staff of the Week will be implemented to recognize and honor the efforts, hard work, and commitment provided to our students.	Administrators	N/A	1 6 10	Staff of the Week bulletin board, social media platform documentation, staff shout out slide at staff meetings	Increased staff engagement from positive recognition, increased staff morale	
Love & Logic trainings will be offered to parents and staff for positive parenting and teaching techniques to build healthy relationships with kids.	Counselor	N/A	1 2 3 6 10	Ginnings events calendar, counselor's professional development plan	Increased parent/staff/student engagement and improved relationships	
DISD Character Education, Anti-Bully, and R-Time programs will be implemented to foster a positive school-wide learning environment.	Counselor	N/A	1 2 3 6 10	R-Time lesson plans, Anti-bully month plans, counselor's schedule	Increased student relationships monitored by reduction in office referrals and counseling interventions	
Communities in Schools (CIS) will be used to support student and family needs.	CIS Coordinator	TI: \$35,000	1 6 10	CIS Campus Plan	Increased family support resulting in increased attendance and student academic and behavioral performance	
Food4Kids will be established to support student basic needs.	CIS Coordinator	N/A	1 6 10	Food deliveries, student support roster and applications	Increased attendance and student performance	
Tutors and Mentors will be invited to support student academic and social needs.	CIS Coordinator, Counselor, Administrators	N/A	1 2 6 9 10	Tutor/Mentor sign in sheets, Ginnings events calendar	Increased student performance, decreased office referrals, increased community involvement with campus stakeholders	

WIG 2: Improve school culture and climate in order to increase school-wide engagement among students, staff, parents, and the community to 90% or higher as evidenced by the K12 Insight survey at the end of the 2018-2019 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
PTA and Volunteers will be invited to support teacher classroom and campus-wide needs.	Teachers, Counselor CIS Coordinator, Administrators	N/A	1 2 6 9 10	Sign in sheets, PTA meetings, Ginnings events calendar	Increased involvement by external stakeholders (PTA/Volunteers), increased teacher support	
Parents and community will be invited to meet with the Administrators to provide feedback that will ensure the overall success of the school.	Administrators Parents Community	N/A	1 6 10	Ginnings events calendar, sign in sheets, meeting agendas and feedback forms	Increased involvement and engagement by parents and community members	



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...

Classroom Observations
Campus Survey Questions
Team Conferring

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">-Teachers are gathering formative assessment data about students-Campus is strong with anecdotal notes and observations-Electronic Forms of data collection	<ul style="list-style-type: none">-Need for common language within data collection tools-Need for quantitative and qualitative data in the data collection tool to include alignment to report card,rubric score, percentage of meeting the goal, anecdotal notes-Alignment of needs of data collection for DMTSS to classroom data collection

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">-Identify strong data collection tools-Identify criteria for what’s needed in data collection tools-More unified training on data collection when conferring and in small group to align with DTMSS



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...

Membership records from service providers (EXPO Student List, DLL Student List, RR Student List, Speech Student List, and Dyslexia Student List), Cognos reports, Eschool records

Findings/Analysis

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

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

Strengths...	Needs...
LEP well represented in EXPO Gender well represented in EXPO	Evaluation of EXPO Testing to ensure that it is fair for ELL students and does not favor Native English speakers. Assessment tools to better determine dyslexia in LEP students. Training for teachers on how to identify EXPO, dyslexia, etc. What are the criteria for referrals?

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 look for and potentially purchase tools that will help us assess dyslexia in LEP students.

We need to find trainings or develop trainings to better equip our teachers with the tools they need to properly assess and refer students to the programs we currently have on 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...

Staff Survey
Ginnings Events Calendar
Sign in Sheets for Events
Volunteer Hour Log

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>A variety of community events such as:</p> <ul style="list-style-type: none"> ● 3 Movie Nights ● PJ Winter Reading Night ● Spaghetti dinner and Valentine Dance ● School Picnic ● Great American Cleanup ● Stockings for Soldiers ● Recycling Crew ● Fed homeless of Our Daily Bread <p>Improvement of parent involvement at our community and school events.</p> <p>Community Volunteers:</p> <ul style="list-style-type: none"> ● First United Bank ● UNT Football Team ● Pi Beta Phi ● Kappa Kappa Gamm ● Beta Upsilon Chi ● Rocking Grannies <p>Developed relationships with Non-profits</p> <ul style="list-style-type: none"> ● Friends of the Family ● Lions Club ● Keep Denton Beautiful ● Our Daily Bread ● Pearson Project ● Life Works Community ● UNT Helping Hands ● Towne North Baptist Church 	<p>Cultural events Language(translator) Staff Involvement Parent Resource/Work/ Volunteer Room Increase the P in PTA</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 need to have access to translators/ translating devices.
Parent Resource Room- this need was identified in 2017 CNA but is still pending
Cultural Based Celebrations/ Activities



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

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">● Small Groups● WIN Time● Interventionist Support 3-5● Daily Formal/Informal Assessments	<ul style="list-style-type: none">● Interventionist Support K-2● Continue DMTSS Meetings● Continue SOC 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.)...

<ul style="list-style-type: none">● Continue DMTSS and SOC Meetings● Continue to strengthen Tier 1 instruction in 3-5 by utilizing Coaches and Interventionists.● Add Interventionist Support to K-2
--



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 Principal Engagement Survey (Staff) Discipline Referrals Attendance Data
--

Findings/Analysis

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

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

Strengths...	Needs...
<ol style="list-style-type: none"> 1. Majority of staff find purpose in their job. 2. Attendance increased from prior years 83.2 in 2017 to 95.8 in 2018. 3. 70.3 % of the students come to school with learning as a priority. 4. 126 students participate in Clubs. 5. 74.4% of students feel safe at school. 6. 80.4% of the students feel that they have a trusted adult at school. 7. 81.3% of the students enjoy movies in the cafeteria, 74.4% of the students would enjoy sitting where they want 	<ul style="list-style-type: none"> ● 22 staff members used a negative adjective to describe the climate at work. ● As of May 1, 2018; 210 office referrals ● 88.6% of students have witnessed other classmates being disrespectful to staff. ● More opportunities for staff to be involved in campus level decision making ● As of May 1, 2018; 1,186 tardies which have led to breakfast issues in the classroom. ● 98 students from 3,4,5 don't like/care about lunch time. ● 45.9% students noted they felt divided

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.)...

1. First year mentor teacher program, involving teachers on interview committee in order to build team buy in, strengthsfinder, redecorating the teachers lounge, incentive program for the teachers.
2. Establishing new boundaries in the office for what ISS looks like, Retraining of Love and Logic along with R-time, potential ISS teacher, setting up boundaries for recovery.
3. Establish clear expectations for Office Referrals and discipline actions. Use Educators Handbook to be able to document referrals.
4. Keep a table open the cafeteria, and have an individual monitor breakfast so that students can go straight to class and work.
5. Look at only 1 grade level in the cafeteria at a time, create a point system to encourage good behavior.
6. Having lunch as integrated thing, along with looking into recess as a group.



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 Attendance and retention records (2015-2016, 2016-2017, 2017-2018)
--

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 retention rate• Attendance rate for the 2017-2018 school year is consistent when compared to the 2016-2017 school year.	<ul style="list-style-type: none">• Assign an official mentor to 1st year and new to campus teachers• Training on campus wide procedures and norms• Lesson modeling and observations with experience grade-level 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.)...

<ul style="list-style-type: none">• Assign an official mentor to 1st year and new to campus teachers• Lesson modeling and observations with experience grade-level 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...

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 increase in passing rates. Overall Math increased from 63% to 77% Special Education passing rates 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...

Team leader discussed strengths / weaknesses with their teams and reported back to the committee.

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">● Campus Tech. here at our school● Students have access to devices● Variety of Apps available in for use in English (language)	<ul style="list-style-type: none">● Internet reliability● 1 to 1 chromebooks● Lack of Spanish Apps for reading● Quality headphones for students - our students don't or can't bring them● Time in PLC for teachers to learn the Apps / software

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.)...

<ol style="list-style-type: none">1. Quality headphones for all students since most of our student's families can not afford them2. Spanish Reading Apps / software3. Time in PLC to learn new Apps / software4. 1 to 1 chromebooks
--



Summary of Priority Needs

Demographics...

- Evaluation of EXPO Testing to ensure that it is fair for ELL students and does not favor Native English speakers.
- Assessment tools to better determine dyslexia in LEP students.
- Training for teachers on how to identify EXPO, dyslexia, etc. What are the criteria for referrals?

Student Achievement...

- 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

School Culture and Climate...

- 22 staff members used a negative adjective to describe the climate at work.
- As of May 1, 2018; 210 office referrals
- 88.6% of students have witnessed other classmates being disrespectful to staff.
- More opportunities for staff to be involved in campus level decision making
- As of May 1, 2018; 1,186 tardies which have led to breakfast issues in the classroom.
- 98 students from 3,4,5 don't like/care about lunch time.
- 45.9% students noted they felt divided

Staff Quality, Recruitment and Retention...

- Assign an official mentor to 1st year and new to campus teachers
- Training on campus wide procedures and norms
- Lesson modeling and observations with experience grade-level teacher

Curriculum, Instruction, and Assessment...

- Need for common language within data collection tools
- Need for quantitative and qualitative data in the data collection tool to include alignment to report card, rubric score, percentage of meeting the goal, anecdotal notes
- Alignment of needs of data collection for DMTSS to classroom data collection

Family and Community Involvement...

- Cultural events
- Language(translator)
- Staff Involvement
- Parent Resource/Work/ Volunteer Room
- Increase the P in PTA

School Context and Organization...

- Interventionist Support K-2
- Continue DMTSS Meetings
- Continue SOC Meetings

Technology...

- Internet reliability
- 1 to 1 chromebooks
- Lack of Spanish Apps for reading
- Quality headphones for students - our students don't or can't bring them
- Time in PLC for teachers to learn the Apps / software

Campus Leadership Team (CLT)

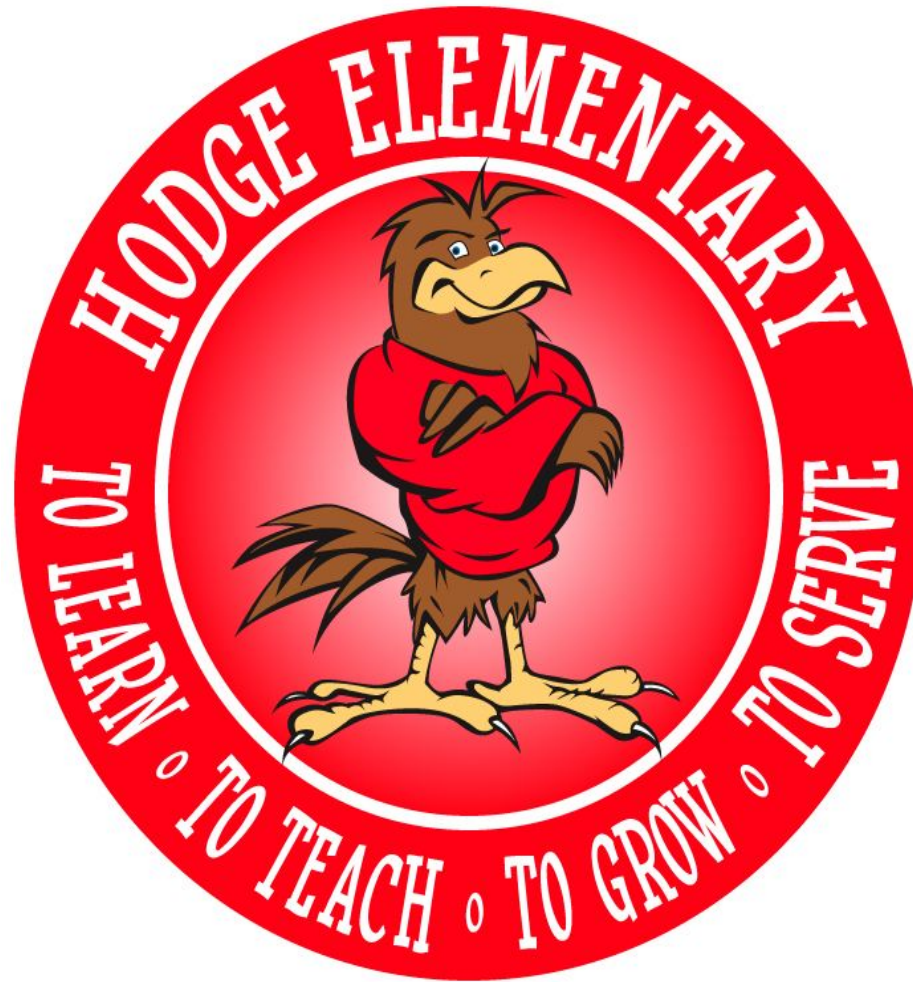
CLT Members

Role	Name
Teacher	Allyson Wood
Teacher	Michelle Lawson
Teacher	Stephanie Jensen
Teacher	Carrie Layton
Teacher	Brenda Kcomt
Teacher	Gabriela Maldonado
Teacher	Judith Cervantes
Campus-Based Non-teaching Professional	Claudia Calvo / Clarissa Cantu
Campus-Based Para or Operations Staff Rep	Safonda Tarver
District-Level Professional	Erin Staniszewski
Parent Rep	Kori David
Parent Rep	Jennifer Wells
Community Rep	Audrey Staniszewski
Community Rep	Thelma Yates
Business Rep	Missey Chavez
Business Rep	Mike Vance

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

Date	Time	Location
October 16, 2018	3:30-4:30	Ginnings Library
January 8, 2019	3:30-4:30	Ginnings Library
March 19, 2019	3:30-4:30	Ginnings Library
April 30, 2019	3:30-4:30	Ginnings Library
TBD	3:30-4:30	Ginnings Library

Hodge Elementary



Campus Improvement Plan 2018-19

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

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

School Vision

Provide high class opportunities and expectations for all students.

School Values

We treat all students with dignity and respect by providing students with appropriate learning tasks.

We have high expectation for student behavior at school and teach them how to have positive social relationships.

We all are on a path toward continuous improvement-individually and collectively.

We use assessment practices that ensure our students take ownership of their learning: learning targets, strong/weak work, clear criteria for success, self-evaluation, etc.

We close achievement gaps by ensuring our students make more than 1 year of growth by providing high-quality tier one instruction and targeted interventions.

WIG 1: Increase “Meets Grade Level or Above” (not “approaches”) on all STAAR tests from 48% to 66% 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 (Julie Ward, Lauren Walsh, & Colleen Moore RR) as monitored by administration.	TI: \$90,000 FTEs: 1.5 SCE: \$90,000 FTEs: 1.5	1 2 3 4 5 6 8 9 10	Common Assessments Aware eSTAR Pre-MTSS Agenda MTSS Agenda Lesson Plans WIN plans School & Literacy Libraries	STAAR results DRA: BOY/MOY/EOY Data (common assessments)	
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 Pre-MTSS Agenda MTSS Agenda Math Closet WIN Plans	STAAR results Problem Solving Initiative Data (common assessments) KR Data	
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. Cathy Howington	SCE: \$60,000 FTEs: 1.0 T1: \$30,000	1 2 3 4 5 6 8 9 10	Common Assessments Pre-MTSS Agenda MTSS Agenda Dual Language Agenda	STAAR results SELI results TELPAS LPAC EOY Documentation	
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.	Colleen Moore; Deanna Seigler	TI: \$1,000	1 2 3 4 5 6 7 8 9 10	Attendance totals Library book checkout totals	Reading inventory results (K-6) STAAR results	

WIG 1: Increase “Meets Grade Level or Above” (not “approaches”) on all STAAR tests from 48% to 66% 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
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.	Paraprofessional Elizabeth Ross.	TI: \$20,000 FTEs: 1.0	1 2 3 4 5 6 8 9 10	Common Assessments Pre-MTSS Agenda MTSS referrals WIN Schedule	STAAR results BOY/MOY/EOY results	
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	
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 MTSS 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	
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	

WIG 1: Increase “Meets Grade Level or Above” (not “approaches”) on all STAAR tests from 48% to 66% 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
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	
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	

WIG 2: Increase attendance rate from 97.2% to 97.5% by increasing engagement and reducing chronic absenteeism.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Host a perfect-attendance assembly every 9-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	
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.	
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.	
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	
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	
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	

WIG 2: Increase attendance rate from 97.2% 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
Ensure extra-curricular activities and groups that serve to support our vision of a collaborative learning community that nurtures the achievement of ALL.	All Hodge stakeholders	TI: 0	1 2 6 7 10	Student Council; Student Recycling Team; CIS after school program; Back to school bash; Celebration of Learning; Winter Wonderland; STEM Club; Language Clubs; Choir	Increased Student Achievement Increased Student Progress Closing the Achievement GAP Campus Data	
Assistant Principal 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 on Fridays to reward student engagement and increase students' feeling of connectedness to the campus.	Patty Jensen	\$500	1 2 3 4 5 6 7 8 9 10	STEAM Schedules	Decrease in chronically absent students. Decrease in student behavior concerns.	
Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready.	Armandina Austin (Counselor)			Master Schedule, Lesson Plans, Walk-Throughs	Decrease in chronically absent students.	
Include parent meetings that address the importance of attendance to Meet the Teacher Day, and provide electronic resources for parents to meet teachers as well	Patty Jensen	--		Meet the Teacher Agendas; Meet the Teacher Presentations		



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
--

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	Whitney Roman
Teacher	Jon Huricks
Teacher	Livier Alcala
Teacher	Payton Andress
Teacher	Leah Rogers
Teacher	Rena Holzer
Teacher	Brian Gomez
Campus-Based Nonteaching Professional	Colleen Carter-Moore
Campus-Based Para or Operations Staff Rep	Kathy Patrick
District-Level Professional	Julie Zwahr
Parent Rep	Adriana Garcia
Community Rep	Linda Blucker
Community Rep	Lisa Carrell
Business Rep	Perry Patrick
Business Rep	

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

Date	Time	Location
September 20, 2018	3:20 pm	Hodge Library
October 18, 2018	3:20 pm	Hodge Library
November 15, 2018	3:20 pm	Hodge Library
January 17, 2019	3:20 pm	Hodge Library
February 21, 2019	3:20 pm	Hodge Library
March 21, 2019	3:20 pm	Hodge Library
April 28, 2019	3:20 pm	Hodge Library
May 16, 2019	3:20 pm	Hodge Library

Pecan Creek Elementary



Campus Improvement Plan 2018-19

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

Learning Together, We All Grow

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."
- Positive Relationships and Advocacy for Others: "We will honor students who exemplify helpful, supportive actions toward others."
- Character Development: "We will model and promote positive character traits in order to promote unity, collaboration, and success."
- Diversity and Equity: "We will promote cultural awareness, acceptance, and equity."
- Resiliency: "We will promote and honor a culture of effort, hard work, and resiliency."

WIG 1: By May 2019, Pecan Creek Elementary will improve universal instruction, both vertically and horizontally, in order to decrease the number of students receiving individualized interventions to 5% and supplemental interventions to 15%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Ensure students understand learning targets and how their learning activities support the targets <i>Addresses missed system safeguard</i>	Teachers, Admin		2, 3, 4, 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>	Admin, Teachers, District Personnel		1, 2, 3, 4, 5, 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>	Admin, Interventio nist, Attendance , Nurse, Counselor, BE/ESL Coach		2, 7, 8, 9, 10	Meeting minutes and Rtl 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>	Admin, Teachers, Interventio nists, BE/ESL Coach		2, 7, 8, 9, 10	PLC agendas and minutes	Increased student performance on local and state assessments	
Provide math intervention to fill gaps in prior knowledge	Interventio nists	TI: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 0.5	8, 9, 10	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	Interventio nists	TI: \$30,000 FTEs: 0.5 SCE:	8, 9, 10	Intervention data and anecdotal notes	Increased student performance on local and	

WIG 1: By May 2019, Pecan Creek Elementary will improve universal instruction, both vertically and horizontally, in order to decrease the number of students receiving individualized interventions to 5% and supplemental interventions to 15%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<i>Addresses missed system safeguard</i>		\$30,000 FTEs: 0.5			state assessments	
Provide science intervention to fill gaps in prior knowledge <i>Addresses missed system safeguard</i>	Interventionists	TI: \$20,000 FTEs: 1.0	8, 9, 10	Intervention data and anecdotal notes	Increased student performance on local and state assessments	
Provide appropriate interventions for all student groups, paying specific attention to those subpopulations that did not meet the state standard percentages <i>Addresses missed system safeguard</i>	Teachers, BE/ESL Coach, Interventionists	TI: \$10,000	8, 9, 10	Intervention data and anecdotal notes	Increased student performance on local and state assessments	
Teacher participation in instructional rounds to align instructional and assessment practices <i>Addresses missed system safeguard</i>	Teachers, Admin, Coaches		2, 3, 4	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>	Admin, Teachers, Interventionists		2, 3, 4, 8, 9, 10	Vertical team portfolios	Increased student performance on local and state assessments	

WIG 2: By May 2019, 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, Admin, Interventionists		1, 6, 10	Number of offerings	Participation in events	
Increase parent involvement through communication, meetings, and events	Teachers, Admin		6	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, Admin, BE/ESL Coach		1, 2, 3, 4, 5, 6, 10	Walk through data and student portfolios	Increased student performance on local and state assessments	
Increase the implementation of STEM-based activities <i>Addresses missed system safeguard</i>	Teachers, Admin, Interventionists		1, 2, 3, 4, 5, 6, 10	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		2, 10	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		2, 10	Guidance lessons and student participation in events	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, Admin, Counselor		1, 2	Field trips, assemblies, learning activities	Students will be able to connect real-world learning experiences to curricula	
Provide technology resources for teachers and students	Admin, Teachers		1, 2	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	ITS Team, Teachers, Admin		1, 2, 3, 4, 5	Monthly professional development offerings	Teacher attendance and sign-in sheets	

WIG 2: By May 2019, 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, Admin, Counselor		1, 2, 5, 6, 10	CHAMPS, 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

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

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 implement monthly vertical team meetings to look at formative and summative assessment data to guide our instructional practices. Teachers and the ITS team will continue to provide professional development on technology integration and district/campus initiatives. Professional development will be funded through the campus budget. 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; we need to focus on our Asian subpopulation and our two-or-more subpopulation to ensure they meet the standard set by the state for their particular demographic group.	Improve the services offered to our Gifted and Talented student population; Continue to strive to improve the home-school connection

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. We modified the master schedule to accommodate a club schedule on Friday to ensure all students in grades 3 -5 get to participate in a club. Additionally, we will continue to evaluate the effectiveness of our parent involvement events, during and after school, to increase the home-school connection. We hired a new G/T teacher to improve the program at our campus. We will focus on our Asian subpopulation and our two-or-more subpopulation to ensure they meet the standard set by the state for their particular demographic group through reading, writing, math, and science intervention.



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 in 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; Teacher Evaluation Systems; Schoolwide Safety 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...
<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.</p>	<p>Continue to analyze formative assessment data to make decisions regarding intervention schedules based on student need, adapt master schedule to meet demands of changes in TEKS</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 and intervention schedule.



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; 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...
<p>Little staff turnover each year; 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</p>	<p>Consistent implementation of CHAMPS; Work collaboratively with our PTA to monitor and adjust school safety procedures</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.)...

The campus will offer continued professional development in CHAMPS in order to provide a safe and civil campus. Furthermore, the Campus Leadership Team will work collaboratively with stakeholders and district protocols/procedures 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; 2% 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; Numerous participants in LEAD Denton programming	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 continue to identify the best possible candidates for our open positions through a rigorous interview process. We will work closely with new teachers to acclimate them to the campus/district and provide them with layers of support to enable their success.



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 supplemental and individualized interventions; Support personnel offers support to help meet students' needs</p>	<p>The subpopulations, Asian and Two or More, 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 universal instruction for all students. We will continue to monitor students in subpopulations to work to close the achievement gap. 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
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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...
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 funds from the campus budget. Professional development on technology will be provided by teachers, administrators, and the ITS team.



Summary of Priority Needs

Demographics...

We will continue to evaluate our co-curricular and extra-curricular offerings to ensure inclusiveness of all student groups. We modified the master schedule to accommodate a club schedule on Friday to ensure all students in grades 3 -5 get to participate in a club. Additionally, we will continue to evaluate the effectiveness of our parent involvement events, during and after school, to increase the home-school connection. We hired a new G/T teacher to improve the program at our campus. We will focus on our Asian subpopulation and our two-or-more subpopulation to ensure they meet the standard set by the state for their particular demographic group through reading, writing, math, and science intervention.

Student Achievement...

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

School Culture and Climate...

The campus will offer continued professional development in CHAMPS in order to provide a safe and civil campus. Furthermore, the Campus Leadership Team will work collaboratively with stakeholders and district protocols/procedures 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 continue to identify the best possible candidates for our open positions through a rigorous interview process. We will work closely with new teachers to acclimate them to the campus/district and provide them with layers of support to enable their success.

Curriculum, Instruction, and Assessment...

We will continue to implement monthly vertical team meetings to look at formative and summative assessment data to guide our instructional practices. Teachers and the ITS team will continue to provide professional development on technology integration and district/campus initiatives. Professional development will be funded through the campus budget. 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 and intervention schedule.

Technology...

The campus will continue to allot resources to purchase more devices for student use. Devices may be purchased with funds from the campus budget. Professional development on technology will be provided by teachers, administrators, and the ITS team.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Lorena Medina
Teacher	Mendy Bommarito
Teacher	Connie Oramas
Teacher	Griselda Solano
Teacher	Emily Gauthier
Teacher	Desiree McCauley
Teacher	Emily Galindo
Campus-Based Nonteaching Professional	Kindall Yates
Campus-Based Para or Operations Staff Rep	Michelle Calderon
District-Level Professional	Sandy Brown
Parent Rep	Amy Terrell
Parent Rep	Suzanne Danhof
Community Rep	Beth Solley
Community Rep	Martha Ann Parma
Business Rep	Jeff Wickstrom
Business Rep	Lauren Baccus

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

Date	Time	Location
October 2, 2018	3:00pm	PCE Library
November 13, 2018	3:00pm	PCE Library
January 22, 2019	3:00pm	PCE Library
March 19, 2019	3:00pm	PCE Library
April 25, 2019	3:00pm	PCE Library

Tomas Rivera Elementary



Campus Improvement Plan 2018-19

Tomas Rivera Elementary

Campus Improvement Plan 2018-19

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

Our mission is to provide a safe and engaging learning environment that motivates, inspires, and challenges students to succeed by working collaboratively with parents, the community, and each other to meet the needs of the “whole” child.

School Vision

At Rivera, we are preparing students to be responsible citizens, problem solvers, progressive learners, and positive contributors in a diverse and ever-changing society.

School Values

Respect

Innovation

Versatility

Excellence in education

Resilience

Active engagement

WIG 1: Improve Tier I (classroom) instruction, to ensure a minimum of 75% of Rivera students in all sub groups will meet grade level expectations in Reading and Math, as evidenced by ELI/SELI, KR, reading levels, Istation, Imagine Math, zone/formative assessments, and STAAR by July 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Build reading skills and increase knowledge with engaging informational and non-fiction texts	Teachers	\$3,000 P	1,3	Lesson Plans	Benchmarks, Assessments	
Focus on Assessment for Learning and PLC Practices to increase student achievement	All professional staff	\$500	1, 4	Notes, Agendas, Lesson Plans	PLC Minutes, Walkthroughs	
Teachers are provided with supplemental professional development opportunities in the areas of Assessment for Learning, PLC practices, Lucy Caulkins, Literacy & Mathematics Best Practices, and Technology Integration	Admin Specialists/ Coaches	\$4,000	2, 4	Lesson Plans, Sign In Sheets, Meeting Agendas	Benchmarks, Assessments	
Improved teaching and learning through collaboration and professional learning communities	Teachers		1, 2, 8	Lesson Plans, PLC Agendas	PLC Minutes, Formative Assessments	
Utilize vertical teaming to improve the quality of instruction for all students by encouraging a culture of professional collaboration, shared responsibility, and common language	All professional staff		4, 8	Meeting Agendas & Notes	Minutes	
Utilize the Lucy Caulkins reading and writing curriculum to promote skilled readers, writers and inquirers	Teachers	\$2155	1, 2, 3	Meeting Minutes	Running Records Benchmark/Assessments IStation Reports Reading Levels ELI/SELI	

WIG 1: Improve Tier I (classroom) instruction, to ensure a minimum of 75% of Rivera students in all sub groups will meet grade level expectations in Reading and Math, as evidenced by ELI/SELI, KR, reading levels, Istation, Imagine Math, zone/formative assessments, and STAAR by July 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hire a K-2 Interventionist to provide intervention in the areas of reading, writing, and math	Admin	\$24,000	9	Title Salary	DMTSS/Intervention Lists	
Use supplemental math curriculum, such as Imagine Math & Blueprint to adapt to the unique learning needs of each student	Teachers	\$2800	9	PO	Progress Monitoring Data	
Substitutes will be provided, as needed, to provide additional time for teachers, admin, and Specialists to collaborate, plan, and have discussions about students	Subs Teachers Admin Specialists	\$4,000	1, 4, 8	Educational Leave	Scorecards, DMTSS/Intervention Lists	
Staff will be working to improve teaching and learning through formative assessment and balanced assessment practices	Teachers		1, 4, 8	Meeting Agendas & Minutes	Formative Assessment Data	
Teachers will provide supplemental and individual classroom interventions as necessary based on formative assessment	Teachers		1, 2, 3, 8, 9	Lesson Plans	Formative Assessment Data	
Progress Monitoring will be used to determine if students are benefitting appropriately from the instructional program, identify students who are not making adequate progress, and help	Teachers Instructional Specialists Admin		1, 2, 8	PLC Agendas "Friday" Focus Document	Benchmarks & Formative Assessment Data	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
guide the construction of effective intervention programs for students who are not profiting from typical instruction						
A multi-tiered system of support framework will be used to provide targeted support to struggling students	Teachers		1, 2, 8, 9	DMTSS Meeting Agendas	DMTSS Student Lists	
Utilize research-based math and literacy programs, such as Imagine Math, Blueprint, Words their Way, Istation, and other programs, to be used for supplemental instruction and progress monitoring	Teachers	\$2,800	9	Purchase Orders	Math & Reading Progress Monitoring Data	
Utilize the Fountas and Pinnell Literacy Continuum, Next Steps in Guided Reading, Serravallo reading and writing texts, GR Prompting Guides, and Comprehension Toolkit for professional development, and to guide planning and implementation of high quality instruction	Instructional Specialists/ Coaches Teachers		4	Staff Development Sign in Sheets and Agendas PLC Agendas & Minutes	Running Records Benchmark/Assessments Istation Reports Reading Levels Imagine Math Data ELI/SELI	
Collaboratively co-construct success criteria to develop a common understanding and language about what constitutes success	All Professional Staff		2, 3, 4	Co-creation of Criteria Artifacts Lesson Plans PLC Minutes & Agendas	Benchmarks, Assessments	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Learning Walks will be conducted to measure teacher performance and determine individual goals and areas for development	Admin		2, 4	Walkthrough Form	Formative Walkthrough Data	
Use Math in Practice sets across grade levels to identify the big ideas of both math content and math teaching, to unpack key instructional strategies and to detail why those strategies are so powerful	Math Coaches/ Interventionists Principal Teachers		1, 2, 4, 8	Lesson Plans PLC Agendas & Minutes	Benchmarks & Assessments Kathy Richardson Imagine Math	
Teachers will utilize math journals to introduce writing into the math class and to help students stretch their thinking	Teachers Students		1, 3	Math Journals Lesson Plans	Benchmarks, Assessments Kathy Richardson Imagine Math	
Consult with district level coordinators, coaches, and teachers regarding effective implementation of Lucy Caulkins reading and writing curriculum	Admin Coaches		4, 9	Meeting Agendas & Notes	Benchmarks, Assessments	
Teach students to emulate the features of good writing and problem solving by utilizing examples of strong and weak work	Teachers		2, 3, 4	Lesson Plans Writing Samples Anchor Charts	Benchmarks, Assessments	
All classroom teachers will teach the writing process and provide time daily for writing, modeling, and conferencing	Teachers		2, 3	Lesson Plans Writing Samples Anchor Charts	Benchmarks, Assessments	

WIG 1: Improve Tier I (classroom) instruction, to ensure a minimum of 75% of Rivera students in all sub groups will meet grade level expectations in Reading and Math, as evidenced by ELI/SELI, KR, reading levels, Istation, Imagine Math, zone/formative assessments, and STAAR by July 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will analyze writing samples in order to identify students' strengths and weaknesses and to develop targeted instructional plans	Teachers		2, 8	Meeting Minutes and Agendas Intervention Lists Writing Samples	Benchmarks, Assessments	
Staff will provide targeted, research-based interventions to students coded in Tiers II & III	Intervention Personnel Teachers		9	Intervention Groupings and Lists MTSS Minutes and Notes	Benchmarks, Assessments	
Fourth grade writing teachers will attend the district Writing Cadre	4th Grade Writing Teachers Bil/ESL Specialist		4	Educational Leave	Benchmarks & Assessments	
Provide supplemental training/professional development, instructional supplies/resources, such as Mentoring Minds to promote student learning and engagement	Principal Specialists Coaches		1, 4	Educational Leave Reports Purchase Orders	Benchmarks & Assessments Reading Levels ELI/SELI 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 Specialists Coaches		2, 4	PLC Agendas & Minutes Lesson Plans	Benchmarks & Assessments Reading Levels ELI/SELI Imagine Math Kathy Richardson IStation Reports	

WIG 1: Improve Tier I (classroom) instruction, to ensure a minimum of 75% of Rivera students in all sub groups will meet grade level expectations in Reading and Math, as evidenced by ELI/SELI, KR, reading levels, Istation, Imagine Math, zone/formative assessments, and STAAR by July 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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	Intervention Personnel Specialists Coaches		4, 9	Schedules Intervention Notes Meeting Minutes and Agendas Lesson Plans	Benchmarks & Assessments Reading Levels ELI/SELI Imagine Math Kathy Richardson IStation Reports	
Continue to foster reading and literacy by supporting and updating the campus and literacy libraries with supplemental books, supplies, and materials in both English and Spanish	Principal Librarian		2	Purchase Orders Lesson Plans	Benchmarks, Assessments	
Continue to support instruction by providing supplemental classroom technology supplies and materials, such as Plickers, Interactive Projectors, Document Cameras, Headphones, etc.	Admin Instructional Tech		1, 2	Purchase Orders Lesson Plans	Benchmarks, Assessments	
Teachers will use technology integration strategies to enhance instruction and increase student engagement	Admin Instructional Tech		1, 9	Purchase Orders Lesson Plans	Benchmarks, Assessments	
Continue to work with the Bilingual/ESL Specialist to support the instruction provided to and for ESL/ELL students on campus	Admin Specialists Coaches Teachers		4, 9	Intervention Notes PLC Minutes Teacher Notes	Benchmarks, Assessments	

WIG 1: Improve Tier I (classroom) instruction, to ensure a minimum of 75% of Rivera students in all sub groups will meet grade level expectations in Reading and Math, as evidenced by ELI/SELI, KR, reading levels, Istation, Imagine Math, zone/formative assessments, and STAAR by July 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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	\$68,000 - Reading \$67,000 - Math	4, 9	Applitrack Recommendation to Hire	Benchmarks, Assessments	
Create a library in the local Rivera community to promote reading at home	Counselors Admin		6	Meeting Notes	Library	
Provide supplemental student support, such as before, after school, and/or Saturday school tutorials	Instructional Specialists Coaches Teachers		3, 9, 10	Tutoring Lists Timesheets	Benchmarks, Assessments	

WIG 2: Increase campus wide student attendance by .92% from 96.08% to 97.00% by establishing a safe, healthy, and positive social, emotional, and academic culture on campus, as evidenced by the Rivera end-of-year (July 2019) student attendance report.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Educational and learning nights for both students and parents, such as STEM Night & Showcase of learning	Teachers Admin Students	\$200 \$250	6	Sign In Sheets	Parent Surveys	
Increase parental involvement through events, such as Donuts for Dads and Roses for Mom	Counselors Admin	\$200 \$200	6	Sign In Sheets	Parent Surveys	
Utilize proactive strategies, such as PBIS and Restorative Practices to define, teach, and support appropriate student behaviors to create a positive school environment	Teachers Admin Counselors	\$1155	1, 2, 10	POs	Discipline Referrals	
Campus Leadership Committees will be created to engage a number of constituents across the campus community to assess and improve the social, emotional, and academic culture of the school	Teachers Counselors		1, 2	Meeting Agendas and Minutes	Discipline Referrals Attendance Reports	
Implement Pride assemblies to recognize students for their school achievements (academic, attendance, etc.)	Counselors Specialists			Powerpoint Slides	Student Surveys	
Friday Clubs will be implemented to engage students in school and to allow exploration of student interest	Teachers		3	Club Member Lists	Student Surveys	
Provide social and academic skill building through the ACE extended day program	ACE Program Coordinator		6, 10	Student Member Lists	ACE Program Reports	
Teachers will meet regularly to discuss struggling students and to develop individualized academic and behavioral plans for students	Admin Teachers		1, 2, 8, 9	Meeting Agendas Tier III Schedule Meeting Notes	Benchmarks, Assessments	

WIG 2: Increase campus wide student attendance by .92% from 96.08% to 97.00% by establishing a safe, healthy, and positive social, emotional, and academic culture on campus, as evidenced by the Rivera end-of-year (July 2019) student attendance report.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide supplemental resources and materials to parents to provide a home/school connection	Admin 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 Staff Admin		7, 10	Service Logs Observations Citations Meeting Agendas	Student Surveys	
Attend supplemental professional development to enhance school connectedness	Counselors Admin 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 educational opportunities	CIS Coordinator Admin	\$12,000	7	Case Logs Observations Volunteer Hours	CIS Reports Surveys	
Continue guidance lessons, small group counseling, and supplemental leadership programs, such as Lunch with a Leader, Salvaging Sisterhood, and Boys to Men	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	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	Admin Counselors CIS Coordinator		1, 7	Volunteer Sign-in Sheets	Volunteer Hours	

WIG 2: Increase campus wide student attendance by .92% from 96.08% to 97.00% by establishing a safe, healthy, and positive social, emotional, and academic culture on campus, as evidenced by the Rivera end-of-year (July 2019) student attendance report.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement the WATCH D.O.G.S program to promote campus safety & parental involvement	Counselors	\$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	Admin 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	Admin Counselors Adult & Community Education		1, 6, 10	Sign-in Sheets Planning Notes Agendas Fliers Educational Leave Days	Parent Surveys	
Reinforce the campus mission and expectations by recognizing students and staff for positive deeds, for displaying excellence, and for exemplifying the Six Character Pillars	Admin Staff		2	Physical Artifacts	Student and Staff 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...

Rivera Staff Calendar/Schedules
Benchmarks on Aware
Common Assessments on Aware
Scope and Sequence
TTESS Walk-throughs
Teacher 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...
Identifying struggling students based on ELI, KR, STAAR Sim, STAAR data, district benchmarks, report card assessments and class work and observations.	Properly accommodating student's classroom assignments and assessments based on their IEP or 504.
Instructional strategies aligned with student's needs based on achievement in classroom work and assessments.	Common data tracking to show correlation between instructional strategies and achievement. (AFL)
Targeted instruction based on student's weaknesses in Tier II and Tier III interventions.	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.
Identifying students based on ELL, 504, SpEd identifiers in data collection.	Communication/Common tracking of students across programs. Professional development on uniform data tracking in the classroom.
Data tracking by Special Education and Interventionist.	Creation of formative assessments to provide appropriate design.
Utilizing formative assessments to guide the formation of small groups and accelerated instruction for the reteaching of TEKS.	Mini-lessons kept to a 15 minute time frame.
Providing multiple platforms for learning which include hands on activities and technology.	Report card assessments need to be aligned and appropriate based on what is taught.
Positive reward systems in place for several classes that promote the shift from extrinsic motivation to intrinsic motivation for academic success.	

Summary of Needs

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

Teachers 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 combined 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, IEP and BIP accommodations and modifications followed by instructional staff will increase student success.

Teachers are comfortable with a variety of instructional methods including mini-lessons, small groups, hands on activities and technology.

Providing strategic professional development with a focus on data tracking and analysis.

Creating a common instructional continuum across the grade levels which include methods of instruction and vocabulary would provide continuity of instruction from kindergarten to fifth grades would decrease the time at the beginning of the year for reteaching and learning the new teachers methods for instruction and vocabulary. (Spiraling curriculum across grade levels.) (Vertical Alignment Meetings)



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 TEA 2015-2016, 2016-2017, 2017-2018 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...
<ul style="list-style-type: none"> ● Only 2 classrooms exceed the 1:22 class ratio set by TEA ● Bilingual Class sizes are small (10-17 students) ● # of EXPO Students has increased in the past 3 years (41, 58, 60) ● AA student subpop increases on STAAR from 3rd to 4th to 5th 	<ul style="list-style-type: none"> ● Smaller class sizes in K, 1st- they have the largest class sizes (20-23 students) ● AA students are consistently the lowest represented subpop in EXPO ● AA Students perform lower on STAAR compared to other races/subpops ● Hispanic Students make up the most SpEd services

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 lower grades tend to have the biggest class sizes. The campus needs more teachers or aides to help with the large class sizes.

The campus needs more AA mentors to reach our AA students. Although the scores are improving, the AA population is scoring lower than the other subpops. They are also under-represented in EXPO, but have a high representation in SpEd services. The staff could also use training on how to teach to students that may learn in different ways.

Need more bilingual(Spanish speaking) SpEd teachers



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.



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
Student 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>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>Students overall feel supported academically and safe at Rivera.</p>	<p>Inclusion classes are equal or greater in student population compared to other classes.</p> <p>Less interventionists teacher support (Reading) and more student support.</p> <p>We lost Math Coach/Interventionist.</p> <p>More success time staffing support to reduce group sizes. (STAAR GRADES)</p> <p>MTSS information uploaded into system</p> <p>Effectively communicating academic and career planning- More college readiness.</p> <p>Need more leveled resources</p> <p>More uniformed benchmarking per grade level to track growth</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>Parental support and attendance in events has improved. However, more communication of academic standards and expectations, along with communication on safety and behavior.</p> <p>Increase in support staff , leveled resources, and time to target poor performing subject areas during the school day.</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...

Campus Culture & Climate Survey: Rivera Elementary Students Results Campus Culture & Climate Survey: Rivera Elementary Staff 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...
<p>Students have a more positive school climate than staff.</p> <p>Students feel that their teacher have clear rules and expectations.</p> <p>Students feel that they have good friendships at school</p> <p>Staff feel more supported by their own teams.</p> <p>Staff feel that they have strong relationships built with students.</p>	<p>Need for more trust, support, and feedback</p> <p>Student behavior referrals have increased significantly since last school year</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 increased;majority of referrals occur at noon. The location of the offenses is mainly in the classroom.</p> <p>Staff really want to do their best to make sure students achieve their learning goals for that academic year.</p> <p>There is a need for increased trust.</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	Teacher Surveys
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...
<ul style="list-style-type: none">- We have about 30% of our teachers with master's degree.- All teachers have a Bachelor's degree or higher.- The average years of teaching experience (from those staff members surveyed) on our campus is 10 years.- Team leaders and colleagues provide beneficial feedback for growth.- Team leaders and colleagues mentored new staff.- Coaches/interventionists provide applicable feedback to new staff.- Several staff members have attended a plethora of Professional Developments. They believe the PD's have allowed them to grow as a teacher.- Staff has attended training that is relevant to their grade level, content, profession, etc.	<ul style="list-style-type: none">- Need for more consistent feedback- Staff does not know how the impact of their PDs has affected their performance.- Staff needs feedback and support on how well or not they are implementing strategies learned at PDs.- Some staff members have never been offered the opportunity to attend additional trainings or PDs.

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 members would like more consistent, positive support and feedback from administration.



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	Reading Recovery Data
Math and Reading District Benchmarks	System Safeguards
Math and Reading Released STAAR	TEA Accountability Summary
Math and Reading Common Assessment	District Data Binder
ELI/SELI	
SRI	
Math Intervention and STAAR Intervention 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>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>Need for additional reading intervention 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.)...

Most staff want to implement more technology in their classrooms, but struggle with getting technology equipment available. With the Chromebooks added to 2nd- 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 would 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...

Need for more Bilingual/Hispanic support in SPED due to increasing numbers
Need for more teachers and/or aides to help alleviate large class sizes in K-1
Need for strong AA mentors to motivate our AA population in the areas of academics

Student Achievement...

Need for more vocabulary resources, more leveled readers in both English and Spanish
Need for increased instructional time
Need for a K-2 interventionist to support Early Literacy and Math interventions
Need for PD in formative assessment and best literacy and mathematics instructional practices for all staff
Need for SPED teachers to collaborate with general education teachers
Need for more training for SPED teachers in best practices
Need for diverse mentors to provide motivation and support to our underperforming subgroups

School Culture and Climate...

Need for increased behavioral support, training, and management to address classroom issues
Need for consistent implementation and monitoring of CHAMPS in communal areas
Need for increased supervision on the playground
Need for increased trust campus wide

Staff Quality, Recruitment and Retention...

Need for a plan to promote consistent and timely feedback

Curriculum, Instruction, and Assessment...

Need for PD on how to reach struggling students in the area of mathematics and to help them reach goal attainment

Need for a common progress monitoring system

Need for a common system to analyze data, group students for intervention, and target instruction

Need for teachers to consistently utilize 504 and IEP accommodations and modifications with the students in these specialized groups

Family and Community Involvement...

Need for a strong male mentor presence

Need to revitalize the Watch DOG program on campus

Need for more positive male role models to have a visible and consistent presence on campus

School Context and Organization...

Need for more communication of academic standards and expectations

Need for more parental involvement in curriculum decisions

Need additional leveled resources

Need more time to target struggling students in reading and math during the school day

Technology...

Need more readily available technology resources and equipment available.

K/1 need more devices in the classroom to meet the needs of the students

Need to repair or replace ineffective technology equipment, such as the laptop and iPad cart

Need for increased computer lab time for intervention and to reinforce basic computer skills

Need for PD in effective technology integration

Need for more on campus, grade level/ subject area specific technology PD

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Leigh Vincent
Teacher	Patricia Anaya
Teacher	Jana McCarthy
Teacher	Joy Swoboda
Teacher	Amber Jones
Teacher	Jacquelyn Klar
Teacher	Aida Urquidez
Campus-Based Nonteaching Professional	Cheryl Culberson/Laurie Martinez
Campus-Based Para or Operations Staff Rep	Alexandrea Torres
District-Level Professional	Laura Davis
Parent Rep	Antoinette Garcia
Parent Rep	
Community Rep	Vanessa Ellison
Community Rep	Dorothy Watts
Business Rep	Kenneth Davis
Business Rep	

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

Date	Time	Location
9/4/18	3:20-4:25	Rivera Library
9/25/18	3:20-4:25	Rivera Library
11/13/18	3:20-4:25	Rivera Library
1/29/18	3:20-4:25	Rivera Library
3/5/18	3:20-4:25	Rivera Library
4/29/18	3:20-4:25	Rivera Library
5/12/18	3:20-4:25	Rivera Library

Stephens Elementary



Campus Improvement Plan 2018-19

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

Building a Community of Learner for Life

School Vision

To create a collaborative, rigorous learning environment, empowering all students.

School Values

Our Daily Campus BULLDOG Pledge:

Be Positive
Uplift Others
Look For Ways to Help
Learn Something New Everyday
Do Our Best
Obey the Rules
Give Respect to All

Always Strive to be a BULLDOG!

WIG 1: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, 50% of the students in grades 3 through 5 will reach the “Meets Level” of the Reading STAAR in June 2019. In addition, grades 4 and 5 will have a 5% growth in the “Masters Level” of Reading, as evidenced by the respective grade level cohort groups between June 2018 and June 2019.

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 2018)	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 2018-2019 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	Grade Level Teachers, Read Int, Math Int		9, 3	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 2018-2019	October January March May
Provide a designated “Target” time to target the needs of all learners (intervention and extension)	Grade Level Teachers, Specialists, Rdg Int, Math Int, Inclusion Teachers		9, 3	Target Time Observations; Target Time Lesson Plans; Huddle Meeting Agendas for Lesson Planning and Sharing	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May

WIG 1: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, 50% of the students in grades 3 through 5 will reach the “Meets Level” of the Reading STAAR in June 2019. In addition, grades 4 and 5 will have a 5% growth in the “Masters Level” of Reading, as evidenced by the respective grade level cohort groups between June 2018 and June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide coaching/modeling by the Reading Interventionist to target needs of students	Rebekah Perrone, Read Int		9, 3	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 2018-2019	October January March May
Provide modeling by the Reading Recovery teacher in grades K through 2nd to enhance strategies that meet the needs of all students.	Nicole Berg, Reading Recovery		7, 9, 3	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 2018-2019	October January March May
Hold Monthly Interventionist Meetings To Analyze Data and Discuss Student Progress	Admin, Rdg Int		2, 4, 8	Meeting Agendas and Minutes; MTSS Data; Assessment Data	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Have 2-5 Teams Create Campus Assessment Calendar for Reading	Admin, Grade Level Teachers		1, 8	Assessments Created for Reading and Writing, as well as the Assessment Calendar	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Daily Implementation of IStation in Grades 2-5	Grade Level Teachers		2, 9	IStation and ISIP Reports	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May

WIG 1: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, 50% of the students in grades 3 through 5 will reach the “Meets Level” of the Reading STAAR in June 2019. In addition, grades 4 and 5 will have a 5% growth in the “Masters Level” of Reading, as evidenced by the respective grade level cohort groups between June 2018 and June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Establishment of Intervention Schedule for 2018 - 2019 in the area of reading	Admin, Read 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 2018-2019	October January March May
Conduct September Staff PD on 2018-2019 Flow Chart (Instructional and Intervention) and Documentation	Admin		2, 9, 4	Learning Meeting Agenda	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Hold Disaggregation Staff Development in August to Analyze Grade Level and Content Data from 2017-2018.	Admin		2, 4, 10	Data Reports from Lead4Ward; Staff Development Agenda	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Conduct Regular Campus MTSS and SOS Meetings	Admin, Grade Level Teachers, Specialists , Read Int,		2, 9	MTSS Documentation; Meeting Minutes	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Participate in RHS Zone Campus Visits for the purpose of observing quality reading instruction and intervention strategies	RHS Zone Admin		3, 4	RHS Rone Meeting Agendas, Minutes and Artifacts	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS;	October January March May
Purchase and utilize instructional materials in the area of reading that will support student growth	Admin	\$7,581	2, 9	Purchase Orders; Budgets	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS;	October January March May

WIG 1: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, 50% of the students in grades 3 through 5 will reach the “Meets Level” of the Reading STAAR in June 2019. In addition, grades 4 and 5 will have a 5% growth in the “Masters Level” of Reading, as evidenced by the respective grade level cohort groups between June 2018 and June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Participate in the Texas Lesson Study with Grades 2 and 4 in the area of reading	Grade Level Teachers, Rdg Int		4, 3	Lesson Study Planning Meeting Agendas, Minutes and Artifacts; Observation of Lessons Taught	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS;	October January March May
Co-Create Staff Rubrics as Strong Examples of Instructional Components (ex: Conferring)	Grade Level Teachers, Admin		2	Staff Development Agenda; Finished Rubric	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Vertical 3-5 ELAR Meetings Held Monthly to discuss instructional strategies, assessments and rigor	Grade Level Teachers, Admin		1, 8	Vertical Meeting Agendas, Minutes and Artifacts	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Hold a Campus Literacy Information Night for all grade levels, dyslexia, reading recovery, librarian and reading interventionist to discuss the importance of questioning and rigor to deepen comprehension skills across environments.	Grade Level Teachers, Rdg Int, RR Teacher, Dyslexia Teacher, Librarian		1, 6	Campus Literacy Information Night flyers, maps and parent sign-in sheets	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Create a Campus Learning Walk form specific to Reader’s Workshop Model of Instruction for the purpose of providing timely and requested feedback to teachers	Admin		2, 3	Finished Learning Walk Form	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May

WIG 1: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, 50% of the students in grades 3 through 5 will reach the “Meets Level” of the Reading STAAR in June 2019. In addition, grades 4 and 5 will have a 5% growth in the “Masters Level” of Reading, as evidenced by the respective grade level cohort groups between June 2018 and June 2019.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide substitute coverage for staff for the purpose of holding extended planning sessions, data disaggregation, observation of colleagues and collaboration time.	Admin	\$4,500	1,8,9	Meeting Agendas; Meeting Artifacts; Observation; AESOP Reports	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 2018-2019	October January March May

WIG 2: Through targeted instructional, behavioral and intervention strategies, as evidenced by district and state assessment reports between the dates of July 2018 to July 2019, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 10% in the areas of Math and Reading.

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 2017-2018.	Admin		2, 4, 10	Data Reports from AWARE; Staff Development Agenda;	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Provide modeling by the 1/2 time Math Interventionist to target needs of students	Sharna Rhone, Math Int		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 2018-2019	October January March May
Establishment of Grade Level SMART Goals for 2018-2019 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	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 2018-2019	October January March May

WIG 2: Through targeted instructional, behavioral and intervention strategies, as evidenced by district and state assessment reports between the dates of July 2018 to July 2019, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 10% in the areas of Math and Reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide a designated "Target" time to target the needs of all learners (intervention and extension)	Grade Level Teachers, Specialists, Rdg Int, Math Int, Inclusion Teachers		9	Target Time Observations; Target Time Lesson Plans; Huddle Meeting Agendas for Lesson Planning and Sharing	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Hold Monthly Interventionist Meetings To Analyze Data and Discuss Student Progress	Admin, 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 2018-2019	October January March May
Hold CLT meeting to review the results of CNA Subcommittees (May 2018)	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
Have 2-5 Teams Create Campus Assessment Calendar for Reading/Math/Writing	Admin, 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 2018-2019	October January March May

WIG 2: Through targeted instructional, behavioral and intervention strategies, as evidenced by district and state assessment reports between the dates of July 2018 to July 2019, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 10% in the areas of Math and Reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Establishment of Intervention Schedule for 2018 - 2019 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 2018-2019	October January March May
Daily Implementation of IStation and Imagine Math in Grades 2-5	Grade Level Teachers		2, 9	IStation and ISIP Reports; Imagine Math Usage Reports	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Conduct September Staff PD on 2018-2019 Flow Chart (Instructional and Intervention) and Documentation	Admin		2, 9, 4	Learning Meeting Agenda	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Conduct Regular Campus MTSS and SOS Meetings	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 2018-2019	October January March May
Attend Ron Clark Academy in order to observe quality classroom and behavior management strategies	Admin, Grade Level Teachers	\$7,500	1, 2	Purchase Orders and Registration	Referral Data from 2018-2019; Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May

WIG 2: Through targeted instructional, behavioral and intervention strategies, as evidenced by district and state assessment reports between the dates of July 2018 to July 2019, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 10% in the areas of Math and Reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide substitute coverage for staff for the purpose of holding extended planning sessions, data disaggregation, observation of colleagues and collaboration time.	Admin	\$3,000	1,8,9	Meeting Agendas; Meeting Artifacts; Observation; AESOP Reports	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 2018-2019	October January March May
Hire a paraprofessional to support math intervention in grades 2-5.	Admin	\$18,000	1, 9	Recommendation to Hire Form in AppliTrack	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	October January March May
Hold Family Math and STEM Nights so that families may see quality strategies, hear vocabulary and see the rigor of specific content strands	Grade Level Teachers; Math Int	\$300	1, 6	Math and STEM Night flyers, maps and parent sign-in sheets	Improvement of Student Achievement as evidenced by campus-level assessment results for 2018-2019	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; 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...
Workshop Model Instruction (Math/Reading)	Continued PD of Strong/Weak Samples
Protected Time for Grade Level PLC Meetings	Vertical Collaboration
AFL Work with Learning Targets	Continued PD On Reading Units of Study
Implementation of Campus Common Assessments	

Summary of Needs

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

Continued PD of Strong/Weak Samples; Vertical Collaboration



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; Enrollment Trend Data; Attendance Data; Special 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...
Referral Data for Programs (over 80% qualified)	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.)...

More Hands-On PD for Behavioral Interventions



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 (Campus)	Improve All Grade Level Communication
Positive Environment (Parent Perspective from Survey)	More family events at the campus (content, arts, etc)

Summary of Needs

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

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	Campus Target Time for Intervention (Scheduling Issue)
Interventionists and Specialists - Input on Scheduling	
Collaboration on Student Placements	
Google Surveys for Staff Input Throughout Year	

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.)...

Master Schedule Collaboration for Campus-Wide Intervention Time



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 and Safety Survey; 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...
CHAMPS and Restorative Practices	More Meetings with/for New Staff
Positive Campus Environment	More PD On Behavioral Interventions
Maintaining High Expectations for All 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.)...

More PD on Behavioral Interventions



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	More Focus on Individual PD for 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.)...

Focusing on supporting the needs of individual teachers to grow (campus PD, coaching, requested feedback)



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...
Workshop Model Instruction (allows for timely intervention)	Continued PD on Reading/Writing Units of Study
Regular MTSS Meetings w/Grade Levels	Continued PD on AFL Strategies (Strong/Weak) and Conferring
Increased Rigor in Classroom Settings	Math Paraprofessional for Intervention Support
	More Campus PD on Extending Learning

Summary of Needs

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

More Campus PD on Extending Learning; Math Paraprofessional



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; 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	Interactive Projectors
Chromebooks in Classrooms	More On-Going PD from ITS - Tech Tools
SeeSaw for Parents (electronic portfolios)	
Teachers Using More Technology - Form. Assessments	

Summary of Needs

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

More On-Going PD from ITS - Tech Tools
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Summary of Priority Needs

Demographics...

More Hands-On PD for Behavioral Interventions

Student Achievement...

More Campus PD on Extending Learning; Math Paraprofessional

School Culture and Climate...

More PD on Behavioral Interventions

Staff Quality, Recruitment and Retention...

Focusing on supporting the needs of individual teachers to grow (campus PD, coaching, requested feedback)

Curriculum, Instruction, and Assessment...

Continued PD of Strong/Weak Samples; Vertical Collaboration

Family and Community Involvement...

Continuing to Engage and Involve All Families of Stephens Elem.

School Context and Organization...

Master Schedule Collaboration for Campus-Wide Intervention Time

Technology...

More On-Going PD from ITS - Tech Tools

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Kimberley Shoebottom
Teacher	Kelly Kuykendall
Teacher	Amy Fetterman
Teacher	Rebecca Fuller
Teacher	Ashlen Thornton
Teacher	Elisabeth Mallory, Rebekah Perrone
Teacher	Nicole Sanders, Nancy Leggett
Campus-Based Non-Teaching Professional	Casye LeRay, Chris Rangel, Ashley Wright
Campus-Based Para or Operations Staff Rep	Georgeanna Simpson
District-Level Professional	Sharna Rhone
Parent Rep	Karen Huertas
Parent Rep	
Community Rep	
Community Rep	
Business Rep	Rudy Rangel

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

Date	Time	Location
August 28, 2018	3:20 p.m.	Library
September 18, 2018	3:20 p.m.	Library
November 13, 2018	3:20 p.m.	Library
January 15, 2019	3:20 p.m.	Library
February 26, 2019	3:20 p.m.	Library
April 2, 2019	3:20 p.m.	Library
May 7, 2019	3:20 p.m.	Library

Woodrow Wilson Elementary



Campus Improvement Plan 2018-19

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

To achieve our mission we will:

- 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.
- Find patterns in data and use them to improve instruction.
- Build relationships so that students trust teachers and so that parents, teachers, and administrators trust each other.

School Values

At Woodrow Wilson, we value and celebrate:

Perseverance
CommUNITY
Innovation
Integrity
Responsibility



WIG 1: Improve classroom instruction so that all students will demonstrate a minimum of 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 2019.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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.	TI: \$30,000 (Salary) FTEs: 0.5 SCE:\$30,000 (Salary) FTEs: 0.5 TI: \$1,404.00 Persons Responsible: Administration, Instructional Coaches, Reading Recovery teacher and DLL Teachers, Students, all teachers.	CNA RS AA C IHQ AHQ	Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, ELI, SELI , iStations, and STAAR results.	Increased student engagement and one year's growth.	August Some progress January April
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.	TI: \$30,000 (Salary) FTEs: 0.5 SCE: \$30,000 (Salary) FTEs: 0.5 TI: \$1,500.00 Administrators, Instructional Coach, Teachers, Students, all teachers.	CNA RS AA C IHQ AHQ	Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, Kathy Richardson, Math journals, STAAR results, Imagine Math.	Increased student engagement and one year's growth for all students.	August Some progress January April
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,interventionist, and resources..	TI: \$30,000 (Salary) FTEs: 0.5 SCE: \$30,000 (Salary) FTEs: 0.5 TI: \$ 1,404.00 Administrators, Instructional Coach, Teachers, Students	CNA RS OPD AA IHQ AHQ	Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, ELI, SELI, and STAAR results, iStations.	Increased student engagement and one year's growth for all students.	August Some progress January April
Teachers will have supplemental professional development time through coaching and collaboration. Teachers will plan and develop lessons for each nine weeks that will require students to gain a deeper understanding of	TI: \$4,200.00 Admin, Teachers, Coaches, Instr. Specialist	CNA RS OPD T A	PLC schedule, grade level planning meetings, resources for classroom teachers to increase achievement, walkthroughs,	Increased student engagement and achievement.	August Some progress January

WIG 1: Improve classroom instruction so that all students will demonstrate a minimum of 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 2019.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
the TEKS required. Teams will function as a Professional Learning Community.		AA C IHQ AHQ	observations.		April
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: 2,880.00 Read Int/ Coach, Bilingual Int/Coach, Math Int/ Instr. Coach	CNA RS OPD A AA C IHQ AHQ	IT schedule, IT meeting minutes, PLC artifacts, coaching/intervention log.	Decrease in students receiving Supplemental and Individualized support.	August Some progress January April
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 IHQ	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.	August Some progress January April
Increase parent communication through supplemental communication such as spring parent conferences and newsletters.	TI: \$1,920.00 Teachers and Administrators	PI IHQ	Newsletters, updated websites, parent conferences, grade level parent meetings, sign in sheets, emails, Remind 101.	Increase collaboration between parents and the school.	August Some progress January April
A variety of parent involvement activities, literature for parents, and community events will be held.	TI: \$500.00 Administration,, Dual Language Team, Team Leaders.	PI IHQ	Curriculum nights, Fine Arts programs,, technology events, dual language events, volunteer opportunities.	Increase attendance at parent involvement events using sign in sheets.	August Some progress January April

WIG 1: Improve classroom instruction so that all students will demonstrate a minimum of 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 2019.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers and staff will continue to grow towards assessment literacy.	Administration, Instructional Coaches, and Teachers	CNA OPD A C IHQ AHQ	Growth in the assessment literacy learning walk rubric.	Increase student understanding of their own academic performance.	August Some progress January April
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 reading level and have materials needed to be successful.	Ti: \$1,000.00 Administration, Librarian, Classroom Teachers, Inclusion Teachers, Dyslexia Teacher, Reading Specialist.	RS OPD AA IHQ AHQ	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 needed.	August Some progress January April
Targeted writing instruction will be provided to all students by collaboration using strategic writing planning, and specific individualized writing objectives.	Classroom Teachers, Instructional Coaches	CNA RS AA C IHQ	Writing binders, journals, student published work.	Students will gain one or more year's growth according to their grade level writing rubric.	August Some progress January April
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.	Ti: \$7,000.00 Classroom Teachers	CNA RS IHQ AHQ	Field trips, technology, variety of learning opportunities.	Students will have real world experiences through field trips that is applicable to their TEKS.	August Some progress January April
Support students in their educational achievement through the appropriate intervention.	Ti: \$6,280.00 Coaches, Reading Interventionist, Math Interventionist,	CNA RS OPD AA	MTSS professional development, Staff development, PLC meetings, MTSS meetings,	Students will be provided the appropriate intervention.	August Some progress January

WIG 1: Improve classroom instruction so that all students will demonstrate a minimum of 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 2019.

Leads/Action Steps	Funds, FTEs, and Person(s)	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Administration, Counselor,, Classroom Teachers	IHQ	small group instruction, STEP program.		April
Support Science, Technology, and Math through STEM resources.	TI: \$2,000.00 Admin, Librarian, Read Int, Math Int, Classroom Teachers	CNA RS OPD IHQ AHQ	Purchase orders, Makerspace, classroom projects.	Engineering club participation.	August Some progress January April
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 IHQ	Professional Development, Special Education Staff schedules, interventions.	Achievement gap is reduced.	August Some progress January April

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 IHQ AHQ	9 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.	August Some progress January April
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 IHQ AHQ	Character counts; Second step: A violence prevention program. Steps to respect: A bullying prevention program. PTA sponsored programs. Stand up Against Bullying Day. Campus Clubs	Campus culture will be inviting and safe	August Some progress January April
Support staff and students to build on their talents and strengths.	All staff and students	CNA RS IHQ AHQ	Strengths Academy staff development, 4th and 5th grade student strength assessment, lesson plans, morning announcements, staff development plans.	Staff and 4th & 5th grade students will know their top 5 signature strengths and how to build on their strengths to grow in a positive way.	August Some progress January April
We will continue to promote positive health and fitness for our students and staff.	All staff	RS IHQ AHQ	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.	August Some progress January April
Support students through restorative practices positive behavioral support.	Administration, Counselor,, Classroom Teachers	CNA RS OPD	Staff development, PLC meetings, MTSS meetings, small group instruction,	Students will be supported through restorative practices and provided the	August Some progress

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
		AA IHQ	STEP program.	appropriate behavioral intervention.	January April



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
--

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	Maps for Social Studies
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	K-2 math interventionist and K-2 reading interventionist
Title 1 resources	Quarterly program for families new to Woodrow Wilson
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	Paper communication when needed
Volunteers for engineering club	Community engagement events
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...
MTSS 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	Technology in specials rotation
Literacy groups	Full time math coach
Grade level lunches at the same time	Full time math 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.)...

Scheduling help for Special Education minutes and schedule
Interventionist schedule to allow kindergarten-2nd grade support
Update master schedule to allow consistent intervention time



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	MTSS 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	4th & 5th grade students take strengths based test
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
4th & 5th grade students take strengths based assessment



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Teacher certification data
Staff effectiveness
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	Newcomers questions and answers
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 new to campus to spend with mentor groups and administration



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	Planning sessions/periods often are interrupted
Math interventionist	Usable/consumable/able to copy resources
Math Coach	Knowledge of technology
Title 1 tutors for intervention	Full time bilingual reading recovery and dyslexia teacher.
Strong PTA support	Interventionist for K-2 for Math
Vertical planning time provided when needed	Interventionist for K-2 for Reading
Technology available	Special Education students underperform on State Assessments when compared to their peers.
Writing training	
Saturday School for Bilingual/ESL students	
Vertical planning	
After school snacks for tutoring	
Bilingual interventionist/coach	

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
Special Education support to reduce achievement gap



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
Wifi	Technology staff development
Campus technology specialist	Equitable Spanish resources
Substitutes can use the technology	Aging campus iPads and chromebooks need to be replaced.
Student Portal	Access to copier before and after office hours
STEAM club	Full time campus technology specialist
Robotics	Replacement grade level/library printers
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
Interactive whiteboards
Full time campus technology specialist
Equitable spanish resources



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 classroom instruction
Additional materials and resources for bilingual classrooms and instruction
Time for teachers to have vertical alignment PLC
Special Education support to reduce achievement gap

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

4th & 5th grade students take strengths based assessment
--

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 and administration

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 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

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 Art 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 consistent intervention time
--

Technology...

Technology availability for class sets
Replacement of old equipment
Technology staff development for current equipment
Online safety student training
Interactive whiteboards
Full time campus technology specialist
Equitable spanish resources

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Kim Schenck
Teacher	Edie Jackson
Teacher	Rachel Denbek
Teacher	Mandy Nabors
Teacher	Nancy Cheek
Teacher	Nikki Lambert
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	Misty Hamner
Community Rep	Ben Oehlschlaeger
Community Rep	Kathryn Pole
Business Rep	John Mallouf
Business Rep	Vicki Sargent

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

Date	Time	Location
8/28/2018	3:15-4:15	Wilson Library
1/29/2019	3:15-4:15	Wilson Library
4/30/2019	3:15-4:15	Wilson Library

Bettye Myers Middle School



Campus Improvement Plan 2018-19

Bettye Myers Middle School

Campus Improvement Plan 2018-19

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

Bettye Myers Middle School committed 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 2019, 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.

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

WIG 1: By May 2019, 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	
Use AWARE and Content Data Analysis with 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 in meeting agendas. Continue 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,	Admin. Dept. Chairs IST's Teachers Secondary Curr.	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	

WIG 1: By May 2019, 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.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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	Dept.					
Science, Social Studies, Reading, ELA, and 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 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	Teachers, Admin. CIS Couns. Parents Vol. Mentors	SCE: \$12,500		Achieve 3000 Data CIS Enrollment TAC Data RTI	Student Achievement 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, MAP, Compass, Classroom Libraries, Caulkins Writing, and Advisory. 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 CIS Librarian	SCE: \$24,721.85		Technology Check Out Book Check Out Instructional Walk Data	Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement	
Continue campus wide focus on literacy and provide training to support this goal. Use "Reading Zones" that will encourage students	Librarian, IST's, PTA, Admin.,			Social Media Posts, Zone Usage, Parent Surveys	Increased Student Achievement Closing Achievement Gap	

WIG 1: By May 2019, 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.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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	Dept. Chairs, CIS				Student Engagement	
Utilize computer based programs such as, IXL Learning, Fast Math, Achieve 3000, No Red Ink, NewELA, etc. to accelerate, or enhance student learning in Science, Social Studies, Math, and Reading. *Addresses System Safeguards	Librarian ITS Teachers Dept. Chair	SCE: \$10,000.00 SCE: \$60,000 FTEs: 1.0		Software Usage Lesson Plans Tutoring Plans	Software Access during 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. .			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	
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	

WIG 1: By May 2019, 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.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Provide ongoing professional development and training to ensure the needs of GT, Enhanced, Honors students are met. Assess students for Honors or Enhanced identification throughout the school year and as a part of transition to next school year. Promote enhanced, honors, and GT programs among all students, including hispanic and african american subpopulations.</p>	G/T Coord. Admin. Counsel. EXPO Teachers			<p>Staff Development Agenda Testing Data Honors Enrollment Master Schedule</p>	<p>Increased enrollment in G/T courses and programs Increase in Masters Grade Level</p>	
<p>Closely monitor student attendance and intervene early when students are not attending school according to 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.</p>	<p>Attend. Clerk Admin Teachers Counsel. ARC CIS</p>			<p>Attendance Data Truancy Report Home Visit Logs Outreach Sign-In</p>	<p>Improved Attendance Increased Parent Engagement Improved Student Achievement</p>	
<p>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.</p> <p>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</p>	<p>Admin. Dept. Chairs ELL Dept. Secondary Cur. Dept. Librarian, High Sch Associate Principal</p>			<p>Instructional Walkthroughs Observations PLC & Faculty Agendas Vertical Zone Walks Vertical Zone PLC's</p>	<p>Increased student achievement Increased student engagement Increased Instructional Walks & Improvement in Instructional Walks data Zone Agenda</p>	

WIG 1: By May 2019, 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.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
needs. *Addresses System Safeguards						
Continue to partner with CIS to 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.	Admin., counsel., CIS			Mentor roster, Parent engagement agendas,	Increased parent engagement, Increased mentors, Increased student achievement.	
Implement Thursday night detention/tutorials 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		Thursday school sign-in sheet and Agenda, Student grades, student attendance	Improved attendance, Improved behavior, improved student achievement	
Implementation of a Texas Lesson Study through 8th grade ELAR and Social Studies. This will include professional development through district and Region 11, developing a PLC, and implementation of a research based lesson.	Teachers			Lesson Plans, data collection, research	PLC Minutes, video of lesson, increased student achievement, teachers leading professional developments	

WIG 2: By May 2019, 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

WIG 2: By May 2019, 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, 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, CIS, Mentors			Meeting Agendas, Visitor Sign In, Master Schedule, Student Survey	Increased Mentors, Increased Student Achievement	

WIG 2: By May 2019, 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
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: \$7,562.00		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 throughout the year. Improve communication and education about bullying through the development training for staff and parents, a bullying webpage, and parent engagement sessions.	Admin., Teachers, Counsel.			Webpage, agenda/ sign-in, student survey, discipline data, counselor referrals	Reduced discipline data, better reporting of bullying to counselors	
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: \$3,000.00		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	Admin., Teachers, Counsel.,	SCE: \$1,500.00		Agendas, School Messenger reports	Increased student achievement, increased student participation	

WIG 2: By May 2019, 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 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.	IST					
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 students. Target parents of ELL students and provide programs that will assist with the English language and meet the rigor of achievement standards.	Admin., Teachers, Counsel.	SCE: \$4,500.00		Agendas, Family Engagement Nights, Strengths Based Parenting Rosters, School Messenger reports,	Increased Parent Engagement on Campus, Increased Parent Partnerships	
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: \$800.00		Master Schedule, Leadership Opportunities, Staff Development agendas, Leadership Committees, T-TESS	Increased teacher-leader roles at BMMS	

WIG 2: By May 2019, 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
<p>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.</p>	<p>Teachers, Sponsor, Counsel., Admin., CIS</p>			<p>Daily announcements, Student led activities, Student surveys, Diverse school decorations</p>	<p>Increased student involvement, increase student satisfaction</p>	



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...

Curriculum Materials
Instructional Walks Data
Common Assessment scores
Technology Use Log
Master Schedule
STAAR Data

Special Programs Schedule
Enhanced/Honors Courses

Findings/Analysis

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

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

Strengths...	Needs...
Focus on learning targets Curriculum alignment Intervention and Extension days Focus on 4 questions in PLC Common Planning for grade level content areas Instructional Coaching Support Technology Integration Instructional decisions based on analyzed data BOY, MOY, & EOY Screeners	Structured Advisory Time Cross-curricular connections Aligned and consistent after school tutorials Continue I & E days Higher order questioning Common understanding of Gen Ed and SPED teacher roles and responsibilities. Continue to focus on Common Formative Assessment for I&E days Training for Assessments as it relates to the AFL process

Summary of Needs

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

Training for alignment of assessments and backwards design

Campus expectations and procedures for re-learning and re-assessment
Consistent and structured Intervention and Extension days
Campus-wide focus on higher order questioning and thinking
Evidence of data discussion during PLC's



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
At-Risk By Category
Mobility/Stability
2016-2017 Texas Academic Performance Report
Ethnicity
Gender
TEA Accountability Report
Eduphoria

Special Program Participation

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...
Community Support/PTA, Watch DOGS Students who exit special programs are successful High student enrollment in extra-curricular activities Opportunities for families to engage in campus events Staff visibility in hallways during transitions Diverse staff Full Time SRO DMTSS Staff professional development opportunities	Increase the diversity in our G/T program Spanish parent training sessions Expand food and clothes pantry Increase outreach 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.)...

Increase the number of hispanic and african american students enrolled in our enhanced, honors, and G/T programs.
Increase the outreach opportunities to further engage BMMS families
Identify a storage place for a food pantry and clothes pantry to support families in need.
Develop and implement additional parent engagement sessions for spanish speaking families



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...

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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 -
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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.)...

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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

- 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...

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...
-	-

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.)...

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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

- 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...

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...
-	-

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.)...

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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...

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...
-	-

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.)...

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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...

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...
-	-

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.)...

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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...

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...

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.)...

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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	John Sinor
Teacher	Michelle Jackson
Teacher	Amy Metting
Teacher	Daphne Sonmezler
Teacher	Isabell Lopez
Teacher	Jonathan Austin
Teacher	
Campus-Based Nonteaching Professional	Stephanie Buckner
Campus-Based Para or Operations Staff Rep	Stephanie Santamaria
District-Level Professional	Mary Decker
Parent Rep	Kim Lewis
Parent Rep	
Community Rep	Suzette Jones
Community Rep	
Business Rep	Amanda Thaner
Business Rep	

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

Date	Time	Location
August 23, 2018	4:00 PM	Myers MS conference room
September 13, 2018	4:00 PM	Myers MS conference room
February 14, 2019	4:00 PM	Myers MS conference room
April 18, 2019	4:00 PM	Myers MS conference room
May 18, 2019	4:00 PM	Myers MS conference room

Strickland Middle School



Campus Improvement Plan 2018-19

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 systematic use of Aware in all core subject areas, with a PLC focus on eliminating learning gaps, as well as addressing both PLC questions 3 & 4. [addresses missed system safeguard]	Principals, teachers			Aware training Assessment scheduling in Aware Team drives	Aware assessment data	
Integrate technology to enhance instruction, so at-risk students have access to online resources and opportunities for online collaboration.	Principals, librarian, ITS, teachers	\$15,000		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) 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, PLC at Work strategies, 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, Reading Intervention, dyslexia, or accelerated reading). [addresses missed system safeguard]	Principal, counselors	\$ SCE		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 Reading Intervention 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			Schedule	Common assessment and benchmark data	
Staff book study	Principal, teachers	\$4000 SCE		PD plans		
Continue to implement Book Whisperer strategies in all reading and integrated ELAR classes as well as school wide with staff. Challenge all to read 40 books.	Principal, reading teachers, librarian	\$7750 SCE		Number of books read	Library usage report Lexile levels	

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 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	
Use Writer's Resource folders schoolwide to standardize expectations for writing across the curriculum.	ELA dept. head, teachers	\$500 SCE		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. [addresses missed system safeguard]	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	
Flexible tutoring to address both PLC questions 3 & 4, as well as inequities in opportunities, scheduled on a regular basis to ensure that all students are learning and achieving.	All staff			Tutoring schedules	Student achievement	

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
Increasing access to advanced math curriculum and addressing inequities in opportunity.	Math department			Number of advanced math sections scheduled	Student achievement	
Increasing access to PLTW/STEM curriculum and addressing inequities in opportunity.	CTE dept.			Number of Gateway I & 2 sections scheduled	Student achievement	
Use of reader/writer workshop model in ELAR classes to promote differentiation and individualized instruction.	ELAR dept.	\$400 SCE		Lesson planning	Student achievement	
Use of Achieve 3000 in ELAR classes to develop literacy. [addresses missed system safeguard]	ELAR dept.	\$1400 SCE		Lesson planning	Student achievement	
Provide both individualized and school wide services to include supportive guidance, academic support, social services, and behavior and attendance monitoring for case managed students, in effort to meet students needs and promote growth in all areas of students life.	CIS Traditional Site Coordinator			groups, case management, activities, parent engagement, snack program, and resource cabinet	Improved attendance, improved grades and behavior, and improved accessibility to resources	
Set-up "Little Free Libraries" within the SMS communities in need [addresses missed system safeguard]	All staff	\$1000 SCE		Libraries	Student achievement	

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 practices through campus wide training and the SEL pilot program.	PBIS/CHAM PS group and all teachers			Staff trainings Student training assembly	Discipline referrals and data Climate surveys	
Cyberbullying Research Center Presentation for students, staff and parents.	Principal, Counselors	\$4000 SCE		Assemblies	Discipline data Climate surveys Community service projects	
Vikings CARE - Kindness 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			Activities, Gallup Survey, My College Options	Students surveys Gallup Survey results My College Options data	
Promote use of "Safe Schools Alert"	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	
Maximize our potential as a strengths-based campus by discovering what students & staff do best, and learn how to develop our greatest strengths.	Principals, strengths coach, health teacher	\$3000		Student strengths awareness and work	Improvements in grades, behavior, and positive leadership skills	

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
Promote involvement in GOAL in all aspects.	GOAL coaches			Attendance, games, tournaments, community service projects	Improvements in leadership reports, grades, behavior, and positive leadership skills	
Offer a variety of extracurricular clubs including: Mariachi Club Garden Club Robotics Club Anime Club Fiddle Club	sponsors			Performances Competitions Community service	Improved student survey results regarding sense of belonging Improved grades and leadership skills	
Staff health and wellness activities- Viva la Vikings	Nurse, counselors, staff			Scheduled activities	Staff Engagement Survey	
Campus Food Pantry to meet student needs.	Nurse			Amount of food donated and distributed weekly	Student needs met	
Implement Restorative Circles during flex tutor time to build and repair relationships between students.	Counselors			Flex sessions	Student discipline referrals, engagement survey	
Mini trainings throughout the school year for teachers on implementing restorative practices.	Counselors			Scheduled trainings	Students discipline referrals, engagement survey	



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/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.

▫ campus report card	▫ dashboard
_____	_____
▫ registrar	▫
_____	_____
▫ counselors	▫
_____	_____
▫ TEA- lunch guidelines	▫
_____	_____
▫ PEIMS	▫
_____	_____

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

n ESL/sheltered classes for all core subjects

n accelerated classes

n computer lab open before and after school

n assigned tutoring

n technology

n after school programs

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Needs

n continue teacher summer reading for teaching multicultural and/or ECD

n more access for staff to learn other languages

n continued emphasis on teacher ESL certification

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Summary of Needs

n continue teacher summer reading for teaching multicultural and/or ESL students

n more access for staff to learn other languages

n continued emphasis on teacher ESL certification

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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 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.

▫ State Assessment Data	▫
▫ TELPAS	▫
▫ course enrollment	▫
▫	▫
▫	▫

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	Growth in math
n	Distinction in science
n	Some improvement in Special Education student performance
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Needs

n	improved performance for Special Education students in all tested subjects
n	improved performance for LEP students in all tested subjects
n	greater diversity (representative of campus population) in advanced courses
n	At least one year's growth for all students
n	
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n	

Summary of Needs

n	improved performance for Special Education students in all tested subjects
n	improved performance for LEP students in all tested subjects
n	greater diversity (representative of campus population) in advanced courses
n	At least one year's growth for all students
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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 student growth mindset survey | n _____ |
| n student climate & culture survey | n _____ |
| n school cleanliness survey | n _____ |
| n _____ | n _____ |
| n _____ | n _____ |

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 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 Most students believe they can learn
- n Most students feel safe in all areas of our s

Needs

- n Almost 65% of our students do not attend before or after school tutoring
- n Almost 20% of our students feel teachers do not respect them



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 from last 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

n	Highly qualified teachers
n	Teacher of the Month / Paraprofessional of the month
n	Teacher accountability
n	Low staff turnover
n	Teaming/ Prof Development/ Horizontal & Vertical Planning
n	Committing to using CHAMPS, Vikings GROW, and Love & Logic
n	Decrease in OSS & DAEP placements
n	Accelerated reading classes
n	ESL sheltered accelerated math, social studies & science
n	Dual Language program

Needs

n	Staff attendance is lower than student attendance (97% student, 95% staff)
n	Restructuring "Title 1" training to not pull so many people off campus at once
n	Improve staff community
n	Continue to focus on vertical teaming
n	Higher attendance rates for technology training
n	More training for staff working with LEP students
n	Study areas where students struggle the most and close gaps
n	Implement campus CHAMPS team
n	Continue training in CHAMPS, Coaching, Leadership, & Foundations
n	Continue support for DL staff / New staff need a "go-to/mentor" person assigned to them / Employee Wellness - Viva La Vikings with incentives / Viking award to be passed from teacher to teacher at faculty meetings

Summary of Needs

n	Continue to refine and structure instruction based on data from standardized testing, district benchmarks, common assessments, & STAAR data
n	Continue CHAMPS, Coaching, Leadership training, CHAMPS implementation, PBIS/Foundations, fine tuning structure & expectations.
n	Decrease number of ISS placements & discipline actions

n 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

n Improve planned vertical teaming

n Improve classroom and school-wide discipline procedures (PBIS/Foundations). ISS placements & Discipline actions have increased the past 3 school years

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

n Offer incentives for teachers to go to technology training to improve teacher quality & consider timing of offered trainings

n Incentives to improve staff attendance / Employee Wellness - Viva La Vikings - with incentives / Make time for Coaching to support staff & have assigned go-to person for mentor

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

n Continue to find ways to engage at-risk students



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:

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

- | | |
|--|---------|
| ⁿ <u>Campus and district STAAR results</u> | ⁿ _____ |
| ⁿ <u>Student population info.</u> | ⁿ _____ |
| ⁿ <u>Bright Bytes data</u> | ⁿ _____ |
| ⁿ <u>Teacher Survey</u> | ⁿ _____ |
| ⁿ <u>Student Survey</u> | ⁿ _____ |

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

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 •Instructional technology to enhance curriculum, instruction, and assessment	ⁿ Regain focus on Look 2 Learning walks to raise thinking levels, engagement strategies, and focus on objectives
ⁿ •Use of Aware program to analyze data and adjust instruction	ⁿ Focus on skill-building information students are not retaining from 6th to 8th grade due to declining STAAR passing rates in math and reading
ⁿ •Strong focus on standards-based grading	ⁿ Greater emphasis on vertical alignment in science due to 8th graders being tested on 6th & 7th grade standards
ⁿ •Identifying students who need remediation	ⁿ More focus on vertical planning in all subject areas
ⁿ • Intensive reading/math remedial classes	ⁿ Increased cross-curricular activities so that students make connections between subjects and apply learning to their own lives
ⁿ •Horizontal planning in all core subjects and vertical planning in math, science, and reading with district coordinator and other schools	ⁿ Remediation for students who have gaps in subjects outside of reading and math
ⁿ •Campus-wide "Book Whisperer" reading program	ⁿ SRI scores need to be tracked in Aware
ⁿ •Success in lowering gaps in student sub-populations	ⁿ Close achievement gaps for African American students
ⁿ •Use of learning targets to focus instruction	ⁿ
ⁿ •Sheltered classes for ELLs and extensive co-teach and resource classes	ⁿ

•“Flex tutoring” to offer tutoring/reassessment within the school day

•Staff book studies, professional development, and PLCs focusing on best-practice strategies and engaging qualities

Summary of Needs

ⁿ More Look 2 Learning walks

ⁿ Address achievement gaps for African American students

ⁿ Increased vertical alignment & planning

ⁿ Increased cross-curricular planning

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

ⁿ _____

ⁿ _____

ⁿ _____

ⁿ _____

ⁿ _____



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

See page 12 of the guide for probing questions related to Family and Community Involvement.

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 Family and Community Service and Connection

Needs

- n Create a care closet, food pantry and laundry service for our disadvantaged students

Recycling/Sustainable Schools Programs (NJHS and Garden Club and Indu	Continue to encourage recycling and sustainable schools
College Education Awareness	Foster more TWU and UNT mentorships
Communications: Marquee, PTA Facebook, Websites, TAC Emails.	
GOAL	
Staff Outreach over and above	
Industrial Technology Classes	
Fine Arts	

Summary of Needs

We have a diverse use of resources that involve family and communitiy 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
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Libr
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Pro
- 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.

▫ 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

n Students are ready for the next grade

n Most students feel they will pass the STAAR test

n Student and teacher expectations were similar

n

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Needs

n Negative behavior in the classrooms that prevents others from learning. Increased from 53% to 55%.

n Staff connection / team work

n Encourage more growth mindset and how to achieve

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Summary of Needs

n Decrease negative behaviors in the classroom that prevent others from learning.

n 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.)

n Staff connection: fewer staff feel connected with those around them

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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.
- 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 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.

▫ BrightBytes Clarity Survey	▫
▫ Campus Inventory	▫
▫ Campus Checkout Schedule	▫
▫ Eduphoria Workshop	▫
▫ ITS Calendar	▫

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 access to devices, software, & apps

n Leadership

n Technical support

n Beliefs

n Foundational Skills

n Budget

n Parent Beliefs

n

n

n

Needs

n Professional Learning Opportunities/Planning

n Digital Citizenship

n Teacher and Student Use of 4Cs

n Multimedia skills

n classroom management

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Summary of Needs

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. Teachers also express a need for classroom management with technology ideas and multimedia skills.

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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

improved performance for Special Education students in all tested subjects
 improved performance for LEP students in all tested subjects
 greater diversity (representative of campus population) in advanced courses
 At least one year's growth for all students

School Culture and Climate

Continue flex-tutoring to address tutoring needs
 Restorative discipline could help with respect

Teacher Quality

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. Decrease number of ISS placements & discipline actions
 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). ISS placements & Discipline
 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 & consider timing of
 Incentives to improve staff attendance / Employee Wellness - Viva La Vikings - with incentives / Make time
 Find ways to 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
 Address achievement gaps for African American students
 Increased vertical alignment & planning
 Increased cross-curricular planning
 Increased remediation for other core subjects (outside of math & reading)

Family & 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 & 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.

Technology

#REF!
 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. Teachers also express a need for classroom management with technology ideas and multimedia skills.

Staff connection: fewer staff feel connected with those around them

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Brett Moore
Teacher	Michael Burris
Teacher	Jennifer Richtsmeier
Teacher	Micah Newsom
Teacher	Sonya Arenivar
Teacher	Adri Gillilan
Teacher	Laurel Fritz
Campus-Based Nonteaching Professional	Heather Williams
Campus-Based Para or Operations Staff Rep	Gloria Smith
District-Level Professional	Angela Ricks
Parent Rep	Sharla Gilhome
Parent Rep	Jennifer Collins
Community Rep	Ricky Hayes
Community Rep	Keith Adams
Business Rep	Barbara Russell
Business Rep	Samantha Nava

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

Date	Time	Location
3/8/18, 4/5/18	3:45 p.m.	SMS Library
4/12/18, 4/26/18	3:45 p.m.	SMS Library
5/10/18	3:45 p.m.	SMS Library
8/24/18, 8/30/18	3:45 p.m.	SMS Library
9/6/18, 9/13/18	3:45 p.m.	SMS Library

Advanced Technology Complex



Campus Improvement Plan 2018-19

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

We will teach students to think and learn using career pathways.

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 creating a culture where students want to learn.

WIG 1: ATC will increase the number of CCMR recognized and additional industry certification offerings and completions.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Data analysis for certification completion for previous years.	Administrators			Trends determined based on student success rate, timelines for testing, completion rates, to establish strategies for additional certifications and supports.	Plan created to establish timelines, additional certifications, changes to the course catalogue to implement changes	
Course catalogue adjustments made to reflect certification requirements and expectations for 2019-2020	Administrators, Teachers			Course catalogue published with full certification information for each course	Increased communication to parents and students	
Pre-assessments established for CCMR recognized certifications.	Administrators, Teachers			Pre-assessments will determine success rate for certification exams	Pre-assessments will enable students to be more prepared for actual cert exams	
Strategy developed and implemented to follow-up with recent graduates to follow certification success rates post graduation	Administrators, Teachers			Strategy will provide procedures for follow-up with post graduates.	Post graduate data will be gathered, recorded and reported to TEA within report window	

WIG 2: 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.	

WIG 3: 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 3: 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



Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

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

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- 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.

- | | |
|--------------------------------|---------|
| ● CTE Advisory Committee | ● _____ |
| ● Texas CTE Scope and Sequence | ● _____ |
| ● Industry-partnerships | ● _____ |
| ● Eduphoria (AWARE) | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

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

- Content expertise of teachers in their specialized fields.

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- Application of curriculum to real-world scenarios.

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- Our students have the opportunity to access the community for enhanced learning/job-training.

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- Participation in our CTE Advisory Committee provides guidance in our curriculum and instruction, including certifications/licensures.

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Needs

- Continued evaluation of industry-based needs while concurrently aligning with standards.

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- Continuous coaching and mentoring for new-to-the-profession teachers.

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- Continued vertical collaboration in Professional Learning Communities.

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Summary of Needs

- We will continue to evaluate industry-based needs of the community while aligning these needs with the curriculum.

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- Increased opportunities for vertical collaboration in Professional Learning Communities.

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- We will continue to coach and mentor our new teachers, including new-to-the-profession teachers, while collaborating with district leaders for additional mentoring opportunities.

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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, Dropout, 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.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● eSchool Plus & Cognos <hr/> ● Teacher - Student ratios <hr/> ● Courses taken & Course sequencing <hr/> ● Eduphoria AWARE <hr/> ● Dual Credit courses <hr/> | <ul style="list-style-type: none"> ● Individual Campus Enrollment data <hr/> ● Socioeconomic data <hr/> ● Special Education & 504 data <hr/> ● <hr/> ● <hr/> |
|--|---|

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



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 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.

- | | | | |
|---|-----------------------------------|---|-------|
| ● | Certifications/Licensures | ● | _____ |
| ● | Coherent Sequence Completion | ● | _____ |
| ● | Program Retention | ● | _____ |
| ● | Successful Dual Credit completion | ● | _____ |
| ● | Successful course completion | ● | _____ |

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



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.
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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.

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|---|---|-------|
| ● ALL stakeholders | ● | _____ |
| ● Coffee Talks with Students | ● | _____ |
| ● K12 Insight Campus Culture & Climate Survey | ● | _____ |
| ● TTESS conferences | ● | _____ |
| ● Classroom walkthroughs | ● | _____ |

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 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

- Students report that the culture and learning environment is positive

- Little staff turnover each year

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- Students report feeling the ATC provides a safe environment for learning.

- Intentional professional development on connecting with students.

- Clear definitions and rubrics associated with staff-student interaction.

- Student Leadership team.

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Needs

- Continued professional development on interpersonal skills with students.

- Building additions to be able to accommodate the amount of student requests for ATC courses.

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Summary of Needs

- We will continue to provide professional development to staff to build interpersonal skills and connections made with students.

- We will continue to maximize the current space available to accommodate the students requesting courses at the ATC.

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Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

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

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS 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-Student ratios | ● | _____ |
| ● TTESS | ● | _____ |
| ● Industry-based standards | ● | _____ |
| ● Staff Survey | ● | _____ |
| ● Professional Development data | ● | _____ |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

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

- Evaluating staff credentials to meet SACs (Dual Credit) accreditation
- Recruitment of staff qualified to prepare students for industry-based certifications and licensures
- Teachers, staff, and parents are active members on the Campus Leadership Team
- Staff hiring geared at industry-credentials and knowledge.
- High staff retention rates
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Needs

- Continued professional development for teaching and learning strategies.
- Professional Development targeted at small group instruction to be applied in lab-associated coursework.
- Provide strong continuous mentoring for new teachers
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Summary of Needs

- We will continue to identify the highest quality candidates through a rigorous interview process.
- Additional professional development opportunities for teachers to refine skills and increase student certification opportunities.
- We will continue to collaborate with district leaders in providing strong mentoring for new teachers.
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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:

- 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
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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.

- | | | |
|--------------------------|---|--|
| ● Parent surveys | ● | |
| ● CTE Advisory Committee | ● | |
| ● Community partners | ● | |
| ● | ● | |
| ● | ● | |

See page 12 of the guide for probing questions related to Family and Community Involvement.

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

- Community partnerships for instruction and application of curriculum.

- Staff and student involvement in the ATC Gives Back annual community service project.

- Support from AfterSchoolers organization from Robson Ranch.

- Bi annual ATC Open House.

- ATC participation in College and Career Expo and various career fairs.

- Parent meetings for various programs.

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Needs

- Additional parent involvement.

- Develop opportunities for parents to engage in Coffee Talks.

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Summary of Needs

- We will continue to seek additional opportunities for enhanced parent involvement.

- We will continue to connect with community partners to help maintain high expectations and high achievement for all students.

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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:

- 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 & 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.

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Master Schedule <hr/> ● Duty Rosters <hr/> ● First Impressions Team <hr/> ● Coffee Talks with Students <hr/> ● PLCs <hr/> | <ul style="list-style-type: none"> ● CLT, BERT, AFL <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/> |
|---|--|

See page 13 of the guide for probing questions related to School Context and Organization.

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

- We ask our Customers (students, parents, community) for feedback

- Campus support services including Counselor and Inclusion teacher.

- Mentoring program with UNT's G-Force.

- Adapt Master Schedule to reflect student course requests

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Needs

- Continue increasing communication with home campuses and services provided to better serve students at the ATC.

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Summary of Needs

- We will continue to seek increased communication with home campuses about provided services, to better serve the students at the ATC.

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Comprehensive Needs Assessment

Technology

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

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- 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 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.

● Professional Development	●	
_____		_____
● Technology Hardware and Software	●	
_____		_____
● Classroom Technology Needs by Program	●	
_____		_____
●	●	
_____		_____
●	●	
_____		_____

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

- Dedicated hardware/software campus technician

- Increased amount of teachers using Google Classroom and Canvas to support learning in and outside of classroom.

- Specialized hardware and software to access and accommodate the needs of the curriculum.

- Teachers who actively seek out further education on technology in their classroom.

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Needs

- More involvement of Instructional Technology to utilize current software and analyze needed software to enhance and access curriculum.

- More technology devices for student use. (Classroom set for each class.)

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Summary of Needs

- The campus will continue to allot resources for the purchase of needed technology.

- Technology devices dedicated to each classroom is a top need for our campus.

- We will continue to seek involvement from the Instructional Technology specialist to support teachers in utilizing current software, as well as analyzing the need for software to enhance and access the curriculum.

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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 10, 2018	8:00AM	ATC Lecture Hall
September 25, 2018	3:00PM	ATC Lecture Hall
Monthly Meetings to Follow		

Fred Moore High School



Campus Improvement Plan 2018-19

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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)**

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

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", our zone believes in doing whatever it takes to meet the needs of our stakeholders and values guide us in serving our stakeholders and meeting their needs.

In an effort to build a campus climate and culture of inclusivity while ensuring an exceptional education for all students, Fred Moore High School staff collaborated and defined a set of values that exemplifies what lies at our core as a school. We value:

- Genuine relationships
- Student Achievement
- Community
- Collaboration
- Effective communication
- Trust

WIG 1: Fred Moore High School will implement strategies to increase its TEA campus accountability rating for the CCMR (College, Career, Military Readiness) component of Domain 1 (Student Achievement) to 70 or higher for the 2018-19 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
100% of FMHS potential 2018-19 graduates will participate in the TSIA or be enrolled in an approved online College Prep Course for ELA and/or Math	Rabsatt San Miguel Siver Pena	DISD Curriculum & Instruction Dept		<ul style="list-style-type: none"> ● Online TSIA materials ordered for Fall & Spring administrations based on number of participants ● Partnership with the UNT College Career Connect Dept to conduct TSIA workshop for participants prior to test administration ● Documented planning for TSIA logistics and proctor training ● Data analysis of test results for TSIA participants ● Enrollment of TSIA participants scoring below proficiency into online college prep course(s) in ELA and/or Math 	<ul style="list-style-type: none"> ● Increased percentages of FMHS graduate applying and being admitted to community colleges ● Improved accountability rating of 70 or higher in Domain I based on 2018-19 graduates scoring proficient or higher on the TSIA 	<ul style="list-style-type: none"> ● Participants scoring below proficient on either the ELA or Math portion of the TSIA will be enrolled in a online College Prep course for the correlating course ● UNT GO Center staff partners with campus to meet biweekly with TSIA participants for goal setting and to provide resources that support potential graduates' individual needs ● FMHS College Career Readiness Center provides resources for and assistance with individualized college/ career goals for potential graduates based on career exploration tools such as Naviance and MyNextMove.org
100% of FMHS potential 2018-19 graduates will participate in the ASVAB assessment to evaluate their individual college, career, and military readiness.	Rabsatt San Miguel Siver Pena			<ul style="list-style-type: none"> ● Documented planning of logistics for test administration with the Denton Army Recruiting office ● Analysis of ASVAB participant test result data ● Career planning meetings with ASVAB participants for guidance and to provide resources and assistance with career exploration 	<ul style="list-style-type: none"> ● Increased percentages of FMHS graduate military enlistments ● Improved accountability rating of 70 or higher in Domain I due to 2018-19 graduate military enlistments 	<ul style="list-style-type: none"> ● Denton Army Recruiting office will make recommendations for career exploration during conferences with students and follow-up on progress ● UNT GO Center staff partners with campus to meet biweekly with ASVAB participants to discuss individualized college/career goals and follow-up on progress ● FMHS College Career Readiness Center provides resources for and assistance with individualized college/ career goals for potential

WIG 1: Fred Moore High School will implement strategies to increase its TEA campus accountability rating for the CCMR (College, Career, Military Readiness) component of Domain 1 (Student Achievement) to 70 or higher for the 2018-19 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
						<p>graduates using career exploration tools such as Naviance and MyNextMove.org</p>
<p>A minimum of 25% of FMHS potential 2018-19 graduates will participate in the ACT exit exam.</p>	<p>Rabsatt San Miguel Siver</p>			<ul style="list-style-type: none"> • Documentation of number of completed ACT registrations and test admission tickets issued • Documentation of number of ACT waivers issued to participants meeting income guideline requirements • Analysis of ACT participant test results 	<ul style="list-style-type: none"> • Increased percentages of FMHS graduates applying and admitted to 4 year Colleges and Universities • Increased percentages of FMHS graduates awarded scholarships based on ACT performance and academic achievement 	<ul style="list-style-type: none"> • UNT GO Center staff partners with campus to meet biweekly with ACT participants to assist with test registration, analyze results, and set college/career goals • FMHS College Career Readiness Center provides assistance with test registration and waivers, test result analysis, and college/career goal setting for potential graduates using career exploration tools such as Naviance and MyNextMove.org
<p>A minimum of 5% of FMHS potential 2018-19 graduates will earn an approved industry based certification from the ATC</p>	<p>Rabsatt San Miguel Swindle</p>	<p>SCE CATE</p>		<p>Partnerships with local businesses, postsecondary, and technical schools offering certifications to high school students</p> <p>Increased percentages of FMHS potential graduates enrolled in approved certification courses at the ATC through distance learning or in general education classes</p>	<p>Increased percentages of FMHS potential graduates earning approved industry-based certifications</p> <p>Increased percentages of FMHS potential graduates enrolled in approved certification courses at the ATC for distance learning or general education</p>	

WIG 2 (Student Engagement): Over 80% of Fred Moore high School students enrolled during the 2018-19 school year will actively in participate in extra and co-curricular activities.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
100% of students and their parents/guardians will be informed of extra and co-curricular activities available on campus during the admissions interview	Rabsatt San Miguel Schultz Ware Jones Pena Fiore Watson Swindle	SCE		<ul style="list-style-type: none"> Increased numbers of participants actively involved in campus extra and co-curricular activities 	<ul style="list-style-type: none"> Decreased disciplinary infractions due to improved social emotional learning and skills Increased overall attendance and academic achievement rates Increased numbers of participants connected to the school and at least one mentor Increased leadership skills due to character education Increased student community service involvement 	<ul style="list-style-type: none"> Extra curricular and co-curricular activity sponsors monitor student engagement and level of participation by each student
Administration and activity sponsors actively recruit participants before and consistently throughout the 2018-19 school year during registration, assemblies, new student orientation, and schoolwide announcements	Rabsatt San Miguel Schultz Ware Jones Pena Fiore Watson Swindle	SCE		Flyers, powerpoint presentations, email correspondence, and posters, and announcement forms as evidence of recruitment	<ul style="list-style-type: none"> Decreased disciplinary infractions due to improved social emotional learning and skills Increased overall attendance and academic achievement rates Increased numbers of participants connected to the school and at least one mentor 	<ul style="list-style-type: none"> Extra curricular and co-curricular activity sponsors monitor student engagement and level of participation by each student

WIG 2 (Student Engagement): Over 80% of Fred Moore high School students enrolled during the 2018-19 school year will actively in participate in extra and co-curricular activities.

Leads/Action Steps	Person(s)	Fund/\$/FTE s	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					<ul style="list-style-type: none">• Increased leadership skills due to character education• Increased student community service involvement	



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 programs (OdysseyWare, Google Classroom, Online textbooks, Class Zone)
Course Syllabi
Teacher Lesson Plans
Teacher Class Webpages
Eduphoria

STAAR EOC Testing Data
 College Board/ACT/TSI/ASVAB Testing Data
 Learning Walks Feedback
 TTESS Conferences and Observations
 History Alive
 Teacher Access Center
 Lesson Plans, Syllabi, and Pacing Guides
 Professional Learning Communities (Minutes)
 Campus Culture and Climate Survey
 Lead4ward website

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 must meet course passing standards before moving forward in the curriculum. · Direct instruction is provided for all STAAR-tested subjects. · The Professional Learning Community meets regularly to collaborate on strategies to help struggling learners. · Teachers offer students various learning platforms, including online instruction, paper-based curriculum, videos, interactive games, etc. · Teachers work with district curriculum teams to ensure lessons are aligned vertically and horizontally within the district. · Due to flexible scheduling, students receive differentiated instruction as needed within the school day. 	<ul style="list-style-type: none"> · Dual credit and advanced placement coursework · Opportunities for students to participate in extracurricular activities (such as band, choir, fine arts, athletics) with their home campuses. Additional library resources

Summary of Needs

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

To enhance the educational experience of Fred Moore High School students, advanced placement curriculum and course opportunities are needed based on enrollment data for the 2018-19 school year. There is a marked increase in the number of students interested in FMHS for early graduation and accelerated instruction. These students have a history of participation in advanced placement courses and have to withdraw from participation in order reach their postsecondary goal. We want our students to have a similar experience to students at traditional campuses but in a rigorous, self-paced environment. DISD Curriculum and Instruction funds will support the campus in its efforts to bring advanced placement courses in Social Studies to the campus for the 2019-2020 school year; however, based on College Board timelines, planning and implementation takes place during the 2018-19 school year to insure success.



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...

EschoolPlus and Cognos reports TDPS data TEA Accountability Summary Overview of 2016 State Accountability System TEA Distinction Designation Summary Campus Culture and Climate Survey Eduphoria (AWARE) 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"> ● Teacher-student ratios are smaller than those of traditional campuses averaging 1:15 ● Staff retention is high; over 60% of staff have worked at FMHS for 5 year or more. ● 33% of faculty and staff hold Master’s degrees, 98% of faculty and staff hold Bachelor’s degrees ● 40% of students graduate 1 year earlier than their cohort graduating class ● Lower dropout rates due to collaboration with Adult Education and Literacy, and referrals to the Masters Institute, and online GED programs ● Increased diversity in student body as enrollment includes students from traditional high school campuses in DISD and from surrounding districts. ● Student demographics include all subpopulations for ethnicity, socioeconomic groups, and special programs such as GT, ESL, 504, and Special Education ● Improved attendance rates of +5% over past two years due to implementation of TDPS and staff dedicated to monitoring and providing interventions for truancy. 	<ul style="list-style-type: none"> ● Due to the number of full-time student enrolling with severe social emotional stressors, a student assistance counselor is needed ● Increase the number of highly qualified minority teachers on our campus to better represent 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.)...

Fred Moore High School needs a student assistance counselor available on campus no less than half-time using SCE funds. This position would accommodate the high-risk social emotional needs of over 40% of students enrolled for the 2018-19 school year. In addition, at-risk enrollment numbers exceed 70%. Homelessness, teen parens, probation, and psychiatric /residential treatment facilities are t criteria for most of our students qualifying as at-risk.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey
Partnerships with Local Businesses and Entities
Volunteer Data tracking (Intercept)
PTSA documentation
Admissions Interviews
School Messenger
Campus Leadership Team
Community Service and Support Agency referrals

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...

<p>Strengths...</p> <ul style="list-style-type: none"> ● The campus chartered its first PTSA this school year to encourage and solicit parental involvement ● Parents are invited to participate during all campus events ● Feedback is solicited from students and parents/guardians during the admissions interview with administration regarding family needs and ways family can get involved on campus ● Open door policy for students and their parents/guardians to share input on school and student related decisions ● Parents and Community members actively participate on the Campus Leadership team ● Many local businesses and entities partner with the campus and contribute time/resources in the form of scholarships, donations, mentoring, tutorials, incentives, and adult learning opportunities ● DISD Board of Trustees reviews the Campus Improvement Plan annually and publicly supports commencement ceremonies ● Campus utilizes referrals to agencies that provide services and support to meet the physical and social/emotional needs of students and their families ● Spanish-speaking faculty/staff are strategically located throughout the building and are easily accessible to translate for families in need. 	<p>Needs...</p> <ul style="list-style-type: none"> ● Re-brand our campus as a “School of Choice” so that families and communities understand the programs and services we offer ● Create opportunities to entice parents to be visible and actively engaged with the school, especially Spanish-speaking and low socioeconomic families
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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.)...

In an effort to rebrand our campus and rewrite our narrative about who we are and what we do, Fred Moore High School needs to first educate and garner support from the district, the Board of Trustees, and the campuses within our zone within our zone. Our goal is to be identified as a “School of Choice” and eradicate the negative connotation associated with alternative education. We offer numerous programs and services that prepare our graduates to matriculate into the real world college, career, and/or military ready. Most of which graduate early due to accelerated instruction and development of a strong sense of self through character education and school connectedness.



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 Responsibilities Chart
Master Schedule
Bell Schedule
Student progress monitoring documents
Duty rosters (lunch, bus, etc.)
Campus Calendars (PLC and Staff Meeting)
District calendars (Annual and A/B)
Campus Leadership Team
Support Services schedule for LSSP, Diagnostician, Social Worker

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">● Addition of Associate Principal allows campus leadership to maintain effective policies and procedures necessary for the success of diverse and unique student population● Effective CLT committee that meets regularly to monitor context and organization of the campus in regards to student success● Administration actively seeks new partnerships and resources from Higher Ed entities to enhance academics on campus● Upgraded equipment● New campus technology procedures and expectations have been revised to better meet student and campus needs● The PLC evaluated its purpose and procedures and made changes that will increase its effectiveness with meeting individual needs of students and efficiency with how the group collaborates and communicates	<ul style="list-style-type: none">● The presence of a full-time counselor● Increased hours of service for the social worker

Summary of Needs

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

Campus level research shows that Fred Moore’s student population as having a higher than average level of social/emotional needs, and at the same time, a higher than average level of student academic potential. The concern is that by not adequately meeting the social/emotional needs we are hindering students’ ability to reach their postsecondary goals of college and/or careers.



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...

District's Campus Culture and Climate Survey
Campus Culture & Climate Surveys for Students and Staff
Campus Leadership Team
PTSA
Parent Feedback
Admissions Interviews

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>Based on staff and student results from recently administered campus survey on culture and climate:</p> <ul style="list-style-type: none"> ● Students and staff both rate climate as being very positive. Staff rate the climate slightly more positive than students ● Students and staff both indicated that they feel very safe at school. Students rated safety at school the highest of any topics on the survey. ● Staff and students had the same rating of above average for academic expectations. Behavioral expectations were also above average with staff ratings slightly higher than students. Students rated the opportunity to socialize slightly above average and somewhat lower than the staff rating. The opportunity for extra curricular activities was rated slightly above average by both students and staff ● Students and staff rated the physical environment just above average. Staff rated the physical environment slightly higher than students, but still just above average 	<p>Based on staff and student results from recently administered campus survey on culture and climate:</p> <ul style="list-style-type: none"> ● Expand clubs and opportunities for students to interact through school activities and more team-building activities ● Expand dining area to prevent overcrowding. Currently there are two lunch periods and enough seats, but the space is too small for seating and serving meals. ● AC/Heating system needs to be replaced. During summer months, some classrooms have no air conditioning while others are extremely cold. In the winter, the same is true for heating.

Summary of Needs

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

To assist with positively affecting the climate and culture of Fred Moore High School, the district should make our campus a priority when utilizing the allocated funds from the bond election. By enlarging and updating the dining area with adequate seating and a food preparation kitchen, FMHS students would be afforded an equitable educational experience to that of students on traditional campuses.



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 conference and observation data
SBEC - Official Record of Educator Certificates
Applitrack
TEA Accountability Summary
Course Completions

Staff Mobility
 Teacher-Student Ratios
 Graduation Plans
 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"> ● Highly qualified teachers and paraprofessionals are recruited by first looking within the district. ● Every FMHS faculty/staff member is highly qualified. Teachers are certified in the subjects they teach and complete the necessary continuing education credits to maintain certifications ● The retention rate at FMHS is approximately 77% and subsequently the turnover rate is 23% ● The turnover rate is due to teacher retirement, promotion, or transfer ● Administration supports staff with an open door policy and staff feel comfortable voicing their concerns because mutual trust and respect are fostered daily ● Administration actively seeks feedback from faculty/staff to insure all parties are working towards one common goal ● New staff is supported by receiving training on campus and at the district level through mentoring ● Data analysis determines areas where professional development is needed by the staff with a primary goal of meeting the needs of students 	<ul style="list-style-type: none"> ● We currently have one teacher with multiple certifications that supports our students with upper level math, PE, and foreign language. In order to maintain the continuity of services provided to these students in the absence of this teacher, a full-time FTE for foreign language 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 highly qualified, full-time foreign language teacher is needed to serve Fred Moore High School students seeking to graduate on the foundation plan with endorsements. The addition of this position would insure continuity of services in the absence of the current foreign language teacher who also teaches and is certified in math (upper level) and PE.



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...

Graduation plan and rates
Military enlistments
Industry-based certifications
TEA Accountability Summary for STAAR EOC assessments
Exit exam data (TSI, ACT, SAT)
Course Completions and Failure reports
Diploma Types and endorsements
Off -site Professional development - Assessment for Learning & Solution Tree

Credit recovery opportunities
 Gallup StrengthsFinders Assessment
 Mentoring program
 IEPs, 504, and ESL service plans and completions
 PLC collaborative work (minutes and artifacts)
 eSchoolPlus and Cognos reports for attendance, discipline, and academic progress
 TDPS
 Eduphoria (AWARE)
 TTESS
 TAC/ HAC
 Student Admissions & Exit Interviews

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"> ● Direct teach opportunities for STAAR prep ● Partnerships with multiple UNT departments for mentoring, tutorials, and support with college/career readiness activities (completion of FAFSA and admissions applications) ● Increased early graduate rates (nearly 40%) and overall graduation rates ● Gallup StrengthsFinders Assessment for Student strengths identification and awareness ● Character education during advisory class ● School connectedness through extracurricular and co-curricular activities ● College Career Readiness center in collaboration with the GO center to aid with resume writing, career exploration and navigation, exit and state testing prep 	<ul style="list-style-type: none"> ● Increase number of students participating in exit exams (ACT, SAT, TSI) ● Implement opportunities for advanced coursework (AP and dual credit) and increase distance learning opportunities ● Efficiently and consistently capture documentation of military enlistments, exit test scores/participation, students receiving industry-based certifications, and at-risk coding.

Summary of Needs

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

Based on campus findings, Fred Moore High School has supported our students' achievement in several areas. There is a shift in the number of students applying and being accepted to FMHS who are being served in advanced courses. Consequently, with the support of funds from the district's Curriculum and Instruction department, FMHS will begin the process of adding AP courses to the course catalog in social studies (AP Human Geography and AP Government) in a self-paced and accelerated format. This process will require teacher certification training, modifications to the master schedule, and submission of paperwork to the College Board. In addition, through funding from the district's Academic Programs department, FMHS can also bolster CCMR accountability ratings by administering the TSI biannually to all potential graduates, and utilizing the College Career Readiness Center for exit test registrations and prep.



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...

TIA conference
Campus technology inventory reports
OdysseyWare, Google classroom, online textbooks
BrightBytes Survey
DTEK training documentation
Campus chromebook distribution procedures and contracts
District Acceptable Use Policy
GoGuardian and LandSchool Monitoring systems

IT support data
 Intercept Safety Monitoring System
 Library Database of ebooks and online literary resources
 District's Single Sign On Portal
 Campus Social Media sites

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● FMHS is a 1:1 computing school where students utilize several online formats in a rigorous learning environment ● Students are taught the responsibilities of digital citizenship to increase performance and achievement ● Overall staff is proficient or at an adequate level of understanding in terms of ability to use equipment and software. Student proficiency varies widely with nearly all being familiar with accessing the internet, and use of multimedia and social media ● Staff feels that the use of technology is essential to student learning ● The district provides technology training in several formats to include self-paced, online, face-to-face. ● The district provides adequate bandwidth for necessary academic activities either through wired connections to desktops or wireless access for laptops, chromebooks, nooks, and tablets ● Teachers effectively integrate technology into their instructional, assessment, and monitoring practices 	<ul style="list-style-type: none"> ● Students need additional training in keyboarding, MS Office, online research, and Google/Google classroom, Current levels of proficiency for students is adequate. ● New chromebooks are needed to replace worn devices. Campus is aware of the district's 1-2 year rotation plans. ● Devise a "loaner" program for socioeconomically disadvantaged students who lack internet access and/or access to a device at home

- | | |
|--|--|
| <ul style="list-style-type: none">• Students have flexibility with accessing course materials, taking notes, and completing assignments because of the technological supports provided | |
|--|--|

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.)...

Approximately 5% or less of Fred Moore High School students lack access to a device or internet at home. In an effort to address these deficiencies, funds are needed to devise a “loaner” program where tablets or chromebooks along with hotspots are provided to students temporarily for use at home. This would entail contract services with Verizon for jetpacks and collaboration with the district’s technology department to consider insurance plans for damages and loss and other fees.



Summary of Priority Needs

Demographics...

Fred Moore High School needs a student assistance counselor available on campus no less than half-time using SCE funds. This position would accommodate the high-risk social emotional needs of over 40% of students enrolled for the 2018-19 school year. In addition, at-risk enrollment numbers exceed 70%. Homelessness, teen parents, probation, and psychiatric /residential treatment facilities are the criteria for most of our students qualifying as at-risk.

Student Achievement...

Based on campus findings, Fred Moore High School has supported our students' achievement in several areas. There is a shift in the number of students applying and being accepted to FMHS who are being served in advanced courses. Consequently, with the support of funds from the district's Curriculum and Instruction department, FMHS will begin the process of adding AP courses to the course catalog in social studies (AP Human Geography and AP Government) in a self-paced and accelerated format. This process will require teacher certification training, modifications to the master schedule, and submission of paperwork to the College Board. In addition, through funding from the district's Academic Programs department, FMHS can also bolster CCMR accountability ratings by administering the TSI biannually to all potential graduates, and utilizing the College Career Readiness Center for exit test registrations and prep.

School Culture and Climate...

To assist with positively affecting the climate and culture of Fred Moore High School, the district should make our campus a priority when utilizing the allocated funds from the bond election. By enlarging and updating the dining area with adequate seating and a food preparation kitchen, FMHS students would be afforded an equitable educational experience to that of students on traditional campuses.

Staff Quality, Recruitment and Retention...

A highly qualified, full-time foreign language teacher is needed to serve Fred Moore High School students seeking to graduate on the foundation plan with endorsements. The addition of this position

with SCE funds would insure continuity of services in the absence of the current foreign language teacher who also teaches and is certified in math (upper level) and PE.

Curriculum, Instruction, and Assessment...

To enhance the educational experience of Fred Moore High School students, advanced placement curriculum and course opportunities are needed based on enrollment data for the 2018-19 school year. There is a marked increase in the number of students interested in FMHS for early graduation and accelerated instruction. These students have a history of participation in advanced placement courses and have to withdraw from participation in order reach their postsecondary goal. We want our students to have a similar experience to students at traditional campuses but in a rigorous, self-paced environment. DISD Curriculum and Instruction funds will support the campus in its efforts to bring advanced placement courses in Social Studies to the campus for the 2019-2020 school year; however, based on College Board timelines, planning and implementation takes place during the 2018-19 school year to insure success.

Family and Community Involvement...

In an effort to rebrand our campus and rewrite our narrative about who we are ad what we do, Fred Moore High School needs to first educate and garner support from the district, the Board of Trustees, and the campuses within our zone within our zone. Our goal is to be identified as a “School of Choice” and eradicate the negative connotation associated with alternative education. We offer numerous programs and services that prepare our graduates to matriculate into the real world college, career, and/or military ready. Most of which graduate early due to accelerated instruction and development of a strong sense of self through character education and school connectedness.

School Context and Organization...

Campus level research shows that Fred Moore’s student population as having a higher than average level of social/emotional needs, and at the same time, a higher than average level of student academic potential. The concern is that by not adequately meeting the social/emotional needs we are hindering students’ ability to reach their postsecondary goals of college and/or careers.

Technology...

Approximately 5% or less of Fred Moore High School students lack access to a device or internet at home. In an effort to address these deficiencies, funds are needed to devise a “loaner” program where tablets or chromebooks along with hotspots are provided to students temporarily for use at home. This would entail contract services with Verizon for jetpacks and collaboration with the district’s technology department to consider insurance plans for damages and loss and other fees.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Principal	Marilyn Rabsatt
Associate Principal	Jacqueline San Miguel
Teacher	Phillips, Julie
Teacher	Sharp, Ashly
Teacher	Schultz, Melinda
Teacher	Siver, Apri
Teacher	Swindle, Molly
Teacher	Thomason, Toby
Teacher	Ware Jones, Countressa
Campus-Based Non-teaching Professional	Octaviano Garzo, Director Adult Education
Campus-Based Para or Operations Staff Representative	Miranda Peña, Instructional Aide
District-Level Professional	Regina Wright, Director Human Resources
Parent Representative	Stacy Bourns
Community Representative	Patricia Lathan-Harkless
Business Representative	Bruce Davis, Davis Photography Studio

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

Date	Time	Location
September, 2018	2:00 pm	FMHS conference room (108)
December, 2018	2:00 pm	FMHS conference Room (108)
March, 2019	2:00 pm	FMHS conference room (108)
May, 2019	2:00 pm	FMHS Conference room (108)

Billy Ryan High School



Campus Improvement Plan 2018-19

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: Teacher/Staff Recognition
 - 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

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

Excellence, Community, Perseverance, Responsibility

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. RHS will strive to increase passing percentages in all End-of-Course assessments, exceeding the state averages.

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,	17,476 SCE (Night School, Sat. School, Tutorials)		Number of Disciplinary Referrals, Decrease in Truant Students, Night School and tutorial attendance	Accountability Summary Completion Data, Repeaters Repor TEA Accountability Report	October-May
Maintain continuous communication between staff and parents regarding students' progress	Grade Reports, PGP, AWARE, RTI, Assessments, Attendance Record, Discipline Referrals, f	45,000 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 Continue campus SAT/ACT Prep classes			SAT/ACT report National Merit Report AP Distinguished and Commended report	Master Schedule class enrollment numbers. University records of dual credit students	October-May
Provide SAT & ACT Prep course, with scholarships available, to all students in need. Offer PSAT prep class as an elective to sophomores.	ESL staff			Teacher Tutorials STAAR /EOC results Classroom observations, Workshops, Materials Master Schedule ESL Dept. work with campus	ESL Academic Interventionist report Quarterly grade reporting	October-May
Added ESL /ELA teaching units (3) to meet the needs of ELL population for Reading and Writing initiatives		3 ESL Teaching 180,000				

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. RHS will strive to increase passing percentages in all End-of-Course assessments, exceeding the state averages.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Focus on SPED population with targeted Instruction designed to meet the needs of students and provide strategies for overall academic success	All staff Diagnosticians SPED case monitors			IPR reporting from 3, 6, 9 weeks EOC assessments District assessments	Improved overall success rates on all coursework Credit audits to ensure on track for graduation	Aug. - May

WIG 2: Ryan High School will work to recognize and retain high quality teachers, and will strive to consistently honor the accomplishments of staff and students .

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Review of new and returning 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. Include Strengths curriculum to strengthen teachers in the areas of English 3 and World History in addition to the various campus opportunities offered</p>	<p>Principal and Associate Principal Teachers, Students Parents Central Admin.</p>			<p>Meetings held Communication Gallup workshops Campus presentations Strengths training Campus, District, State presentations</p> <p>Board presentations at end of 3rd quarter Faculty input during end-of-year meetings</p>	<p>End of Year conferences T-TESS reviews Teacher interviews Faculty Engagement survey</p>	<p>Sept.- May</p>
<p>Family Night communication meetings to discuss school classes, clubs, organizations, and information sessions to inform parents</p>	<p>Scott Spaulding Reina Johnson</p>			<p>Family dinners and presentations. Strengths study</p>	<p>Student achievement in the classroom Behavior modification</p>	<p>Sept.-May</p>
<p>Student/Staff Recognition programs For Teacher/Staff/Students of the Month</p>	<p>PTSA, Renaissance Committee</p>			<p>Awards programs December and May Recognition through PTSA Validation for student academic achievement</p>	<p>Continued focus on academic achievement Teacher and Staff recognition of hard work Community involvement in awarding recognition Teacher presentations at district and state level</p>	<p>Sept.- May</p>

WIG 3: By the end of the 2018-2019 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 20%.

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	Scott Spaulding			Attendance at quarterly meetings for parents. Open House 8th Grade Night	Parent feedback, Parent Surveys Q/A sessions	Nov.-May

	RHS	EcDis	AI/AN	Asian	Black/AA	Hispanic	NH/PI	2+Races	White	LEP 1Mon	LEP	LEP 2Mon	SpEd
Total Students	516	338	5	4	104	227	1	7	168		91	22	56
Math 2017	82%	78%	100%	-	77%	80%	-	86%	86%		68%	86%	50%
Total Students	516	337	3	10	92	242	1	6	162		103	43	65
Math 2018	83%	78%	-	100%	78%	84%	-	67%	82%		74%	98%	42%
Total Students	1081	651	10	17	180	475	3	10	386		182	24	105
Reading 2017	68%	59%	42%	100%	57%	63%	-	70%	79%		35%	71%	20%
Total Students	1117	699	11	19	199	487	2	12	387		201	62	113
Reading 2018	64%	55%	47%	84%	57%	56%	-	71%	77%		27%	78%	16%
Total Students	-	-	-	-	-	-	-	-	-		-	-	-
Writing 2017	-	-	-	-	-	-	-	-	-		-	-	-
Total Students	-	-	-	-	-	-	-	-	-		-	-	-
Writing 2018	-	-	-	-	-	-	-	-	-		-	-	-
Total Students	539	336	4	7	94	236	1	8	189		87	22	52
Science 2017	86%	81%	-	100%	80%	83%	-	88%	92%		60%	95%	58%
Total Students	577	358	4	12	99	246	1	6	209		111	42	65
Science 2018	84%	77%	-	92%	82%	78%	-	83%	92%		54%	98%	51%
Total Students	463	237	2	12	72	190	-	4	183		71	2	42
SocSt 2017	93%	89%	-	100%	88%	90%	-	-	98%		83%	-	64%
Total Students	470	262	5	10	74	197	2	2	180		73	1	37
SocSt 2018	94%	91%	80%	100%	96%	90%	-	-	97%		77%	-	76%



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...

Classroom Assessments (Major and Minor)
Technology
Standards-based curriculum
Differentiation Implementation
Professional Learning Community Goals
District benchmarks

Special Program Schedules
TEA State Accountability 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...
All subject passing rates for EOC 75% Math EOC 79% passing rate Science EOC 87% +8% above state average Social Studies 91% + 14% above state average 69% passing rate for all economically disadvantaged students Increased number of students enrolled in AP/Dual credit classes. Increases in African American, Asian American, and American Indian students enrolled. TEA Distinctions: ELA/Reading, Science, Postsecondary Readiness	Continued improvement in passing rates for economically disadvantaged students Continued focus on the needs of the English Language Learner Continue to offer and recruit for workshops for AP staff and to recruit AP students Continued work with tutorials and additional interventions for English, Science, and Math

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
Academic Liaison
ESL funding to help with the new staff that has been put in place in the ESL department
EOC tutorials
Night School
Saturday School



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
College Dual Credit/AP enrollment
TAPR report data

Special Population participation

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>Annual dropout rate decreased (1.7%) is below that of the district (2.2%) and state (6.2%).</p> <p>RHS graduation rate is (96.8%).</p> <p>Increase in number of CTE students enrolled in CTE courses for the year.</p> <p>CTE teachers increased to (13%) of total teachers employed</p> <p>53% of students are economically disadvantaged 13% are ELL eligible-- 267 current ELL students 13.5% mobility rate</p>	<p>Continued focus on the English 1 and English 2 EOC and helping with At Risk population</p> <p>Focus on reading improvement at all levels.</p> <p>Look at overall success rates on two or more EOC among all populations</p> <p>Continued monitoring of ELL programs with new staff and training opportunities</p> <p>Writing focus in PLC</p> <p>Continue cross-curricular writing focus</p> <p>Incentives to continue with attendance improvements</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.)...

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...

Denton ISD Campus Culture and Climate Survey
RHS "Chat with Counselors" survey
CLT Survey 5/3/18
Parent Volunteer information
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 -
Teachers caring and kind (student/parent survey results) Sense of community (parents and community responses) Communication improvements REMIND 101 Teacher e-mail communication with parents Home Access Center PTSA involvement UNT Mentoring program	More community recognition days scheduled at school Continued “one place stop” to check for parent updates Scholarship workshops FAFSA assistance workshops

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 parents on communicating the goals of the school Additional parent/student collaboration Nights for FAFSA and college and career educational opportunities
--



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
Safety Plan
Leadership meetings
Administrative meetings
Counseling and Support Services
School Map and Physical Plant
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...
36.8% of RHS teachers have between 11-20 years of experience 21.3% of RHS teachers have between 1-5 years of experience 86% of parents felt that there was a teacher, counselor, or other staff member that can help their student 82% of parents felt that administrators make decisions that are in the best interest of students 92% of staff feel that communication between school administration and staff is effective 86% of families felt informed about school events	Continued efforts to recognize the work of teachers and staff at RHS Continue to encourage teacher attendance..provide incentives Continue to work with student accountability Provide consistent feedback and communication to students and parents

Summary of Needs

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

Continue to provide quality instruction from experienced teachers Continue work with student accountability 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
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 Counseling support Experienced teachers Scheduling opportunities Technology upgrades Safety	Continued safety precautions and visibility Continued collaboration with staff regarding school events Improved quality and quantity of staff recognition

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 recognition of staff for daily accomplishments Work to meet the needs of all student populations 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
T-TESS Goals/ Reviews/ Conferences
Staff Mobility/Stability Report
Human Resources Staffing Reports
Graduation, Completion, Dropout 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...
RHS above state average in years of experience Above state average in teachers with Masters and Doctorate degrees 36.8% of teachers have between 11-20 years of experience Daily absentee rate for teachers at RHS 7.6% down from 16.4%	Continued retention of quality teachers Recruitment of highly-qualified teachers in numerous disciplines Improvements in teacher recognition programs

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 Adopt-A-School recognition Student Council Campus Preferred Vendors



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
TAPR (Texas Academic Performance Report)
SAT/ACT/PSAT Results
Graduation Completion Rate
Advanced Courses/Dual Credit
Distinguished Recognition Reports (TAPR)

Promotion/Retention Rates
Standardized 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>All subjects passing rate for EOC 75% Science passing rate 87% Math passing rate 79% Social Studies passing rate 91% Increase in number of AP testers AP enrollment increase Dual Credit class offerings Distinction recognition in three subject areas (Science, College Readiness, Social Studies) 72% Hispanic passing rate for all EOC 14 AP Scholars/Scholars w Honors/National Hispanic Scholar</p>	<p>Continued improvement in English 1 and English 2 EOC results Goal of over 72% passing rate for both Reading improvement for ESL population Increased passing rates for classes and EOC for all populations Above state average in all subjects for EOC Tutorial programs, Night School, Saturday School Continued SAT/ACT/Dual Credit promotion</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.)...

Continued support for ESL teaching units
 State Compensatory Education funding
 Community resources for food and tutorial sessions beyond the school day



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Bright Bytes survey Campus technology report (CLT survey) Professional Development and Teacher Needs Assessment Central Services Technology support
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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...
Access Continued use of Google Apps for education Increase in supply of Chromebooks (district and campus provided) Chromebook usage increased 2017-18 Technology used to support curriculum, instruction, and assessment goals Leadership Technical support	Additional technology professional learning opportunities Professional planning opportunities Continued work on digital citizenship Teacher and student use of the 4C's-Creating, Collaborating, Critical Thinking, and Communication

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...

Continue efforts of Academic Liaison and Attendance Liaison in their work with at-risk students success rates. Work with teacher tutorial programs to reach more students throughout the year. State Compensatory Education funds.

Student Achievement...

Continue work with TSI and Academic Readiness. Encourage participation in SAT/ACT preparation. Improve passing rates of English I and English 2 EOC. Encourage completion of licensure programs for CTE.

School Culture and Climate...

Build on the development of teacher recognition programs. Continue to keep parents informed about events of importance at RHS. Increase student recognition opportunities via technology in Commons. Increase involvement of faculty with the work of the PTSA.

Staff Quality, Recruitment and Retention...

Increase the efforts to recognize and retain high quality teachers. Continue staff recognition programs throughout each month through PTSA, Adopt-A-School, and campus recognition initiatives. Recruit highly-qualified, ESL certified teachers for future years.

Curriculum, Instruction, and Assessment...

Increased participation in Professional Learning Communities not only through the campus but across campuses with Strickland and Myers (particularly in the subject areas of English, Math, Science, Social Studies). Planning across horizontal and vertical teams. Increase numbers of students scheduled for AP and Honors courses. Monitor the work being done by ESL Academic Interventionists across the campus ESL curriculum.

Family and Community Involvement...

Publicize school-wide events and continue communication with all stakeholders regarding school events. Increase parent participation at school-sponsored activities. Bring in community stakeholders for career awareness days throughout the year. Partner with the universities for a number of campus mentoring programs.

School Context and Organization...

Continue to work on student academic accountability through various support programs both during school and with after school tutorial programs. Increase the recruitment of highly qualified and certified teachers to support the needs of the campus.

Technology...

Continue working toward the classroom innovations in Google and various platforms that are offered through campus and district supported sources.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Robert Lamon
Teacher	Lisa Thomason
Teacher	Virginia Keelling
Teacher	Azalea Yuoh
Teacher	Raiford Malone
Teacher	Mary Durbin
Teacher	Stephanie Valle-SAC
Campus-Based Non-teaching Professional	Karen Guenther
Campus-Based Para or Operations Staff Rep	Leslie Terronez
District-Level Professional	
Parent Rep	Dr. Robert Stewart
Parent Rep	Adrian Eaglin
Community Rep	
Community Rep	Justin Ray-Jostens
Business Rep	
Business Rep	

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

Date	Time	Location
9-18-18	4:15	Conf. Room
10-16-18	4:15	Conf. Room
1-22-19	4:15	Conf. Room
2-19-19	4:15	Conf. Room
3-19-19	4:15	Conf. Room

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