

2015-16 Campus Improvement Plan Wildly Important Goals

Braswell High School

BHS will develop a strong instructional capacity by aligning classroom norms, expectations, academic language, and classroom strategies with feeder schools by May, 2016.

BHS will build a strong cultural foundation for the school through stakeholder involvement by May 2016.

Navo Middle School

By June 15, 2016, Navo Middle School will increase our focus on improving the performance of potential advanced students. This will result in commended score double digit score increases of 10% or more for each subject area on STAAR.

By May 2016 implement a new approach to academic PLC's by faculty and administration using clearly defined processes and guidelines to improve STAAR Commended results by 10%; and by January 2016 faculty and administration should identify and place "marginal" PAP students into PAP classes to increase PAP enrollment by 10%.

Increase the opportunities to collaborate and think in class using strategies such as think pair share, stop and jot, turn and talk etc.

Cross Oaks Elementary School

Through the use of high quality, research-based tier 1 instructional practices, the staff of Cross Oaks Elementary will reduce the number of students requiring tier 2 and 3 interventions, from 38% of our student population to 30%, by May of 2016.

Through the implementation of varied programs to increase student involvement in high quality school academic and non-academic activities, Cross Oaks students will increase in their engagement in meaningful learning and connection to our school culture, as evidenced by a 20% decrease in office referrals and improvement from beginning to end of year measures on a campus student engagement survey.

Paloma Creek Elementary School

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 2016.

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 2016.

Providence Elementary School

By May 2016, Providence Elementary will limit the amount of whole group instruction by moving exclusively to a guided math and reading approach. This should be instructionally evident 85-90% of the literacy and math instructional blocks. This will be the expectation for all literacy and math teachers. Furthermore it will solidify our Tier 1 instruction.

To solidify Tier 1 instruction, teachers will be provided five mobile devices to be integrated in guided instruction during math and literacy time.

Create a culture that balances parental involvement and holds instructional time sacred.

2015-16 Campus Improvement Plan Wildly Important Goals

Savannah Elementary School

Savannah Elementary will improve Tier I instruction in all classrooms and improve the RTI process school-wide so that a minimum of 85% of students in all sub groups will meet grade level expectations in math and reading as measured by ELI, Kathy Richardson, and STAAR assessments by June 2016.

Savannah Elementary will improve the school culture and climate so that a minimum of 90 % of parents, students and staff members have a satisfaction/engagement level of 8 or higher in all domains (Communication, Safe & Secure Environment, Student Learning, Parental Partnerships) on the Savannah End of Year Survey.

2015-16 Campus Improvement Plan Wildly Important Goals

Denton High School

Denton High School will increase, in Algebra and English, the number of students passing the state graduation assessments by 5% for the 2015-16 assessment calendar and increase the percentage of students achieving a Level 3 mastery to 25%.

Within advanced academics, Denton High School will increase the number of IB students who will earn the full diploma to 72% and increase the number of students recognized by the AP College Board (scoring a 3 or better) by 5% 2015-16 school year.

Denton High School and McMath Middle School, working together, will implement a transition plan for incoming 9th grade students to provide support through the first year in high school laying the foundation for graduation in four years.

Calhoun Middle School

Increase in all STAAR scores by at least 5% in all Student Expectations (SE) standards as measured by the 2016 STAAR Test.

Implement all IBO Middle Years Programme Standards at high levels.

McMath Middle School

75% of all students will achieve Level I mastery on the 2016 STAAR test with Tier 1 instruction only.

20% of the total student population will meet Level I mastery on STAAR with Tier 2 interventions.

Provide McMath students an environment that supports the unique needs of the middle school child intellectually, emotionally, and socially.

Borman Elementary School

Student performance on state mandated assessments will increase by 15% from 2015-2016.

Percentage of Economically Disadvantaged students meeting satisfactory standards on state mandated assessments will increase by 10% from 2015 to 2016.

Borman will meet the IB expectation of showing progress of implementation of 100% of the PYP standards and practices to be an IB Authorized campus.

Evers Park Elementary School

Improve tiered instruction through continued implementation of assessment literacy strategies, focused planning, and progress monitoring/intervention. This will be evidenced through increased student achievement in report card assessments, and standardized testing.

Increase school, parent and community involvement through partnerships with parents and the community that will result in increased support for our school and students.

Gonzalez School for Young Children

Gonzalez SYC will engage staff, students, and families by maintaining an active presence in the community, which will positively impact our school culture and climate. We will strive for a 50% increase in the amount of volunteer hours obtained and the parent/community programs and support provided.

2015-16 Campus Improvement Plan Wildly Important Goals

Gonzalez staff will utilize appropriate Tier 1 and Tier 2 instructional strategies in an effort to meet the needs of all students, whether on level or needing remediation. This will be measured by at least one mastery level of progression on areas documented on the report cards by 100% of the students.

Houston Elementary School

Raise the percentage of students reading on grade level as determined by the ELI and IRA from 68 % in September 2015 to 80 % in June 2016.

Increase by 10% the number of 3's and 4's on each question of the Staff and Student Climate Surveys to show an increase in the staff and students' feelings related to the school's climate and collegiality.

Lee Elementary School

Lee staff will raise student achievement in math and reading by focusing on increasing the level of rigor of Tier I Instruction. This will be accomplished by beginning with the end in mind, and developing formative assessments, providing feedback to students during small groups and guided practice, and insuring the TEKS are aligned with the learning target and the lesson.

Newton Rayzor Elementary School

Increase student, parent and staff engagement in the IB Programme through the expansion of transdisciplinary teaching and learning by moving from “not evident” to “evident” as measured by the IB Programme evaluation guide and self-study questionnaire: Standard C3.1b (Teaching and Learning) by August 2016. Check points through the year will be December and April/May.

Provide classroom supplemental support to engage at risk students, in order to increase the passing rate of STAAR by 5% in overall reading, mathematics and 10% in science.

Increase student engagement in the IB Program through the expansion of high quality, appropriate assessment by moving from “not evident” to “evident” as measured by the IB Programme evaluation guide and self-study questionnaire: Standard C3.1b (Teaching and Learning) by August 2016. Check points through the year will be December and April/May.

2015-16 Campus Improvement Plan Wildly Important Goals

Ryan High School

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.

By the end of the 2015-2016 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 25%.

La Grone Advanced Technology Complex

By June 2016, continue to develop a comprehensive post-secondary guidance plan to increase post-secondary placement from 56% to 60% under Carl Perkins Accountability.

By May 2016, the ATC staff will lead and foster an environment teaching students to function as professionals.

By June 2016, each career pathway at the ATC will complete community service projects utilizing the skills associated with the career area.

Myers Middle School

By May 2016, student achievement in all areas will improve by a minimum of 5 points, while reducing the instructional achievement gaps in sub-populations by a minimum of 10% as measured by district benchmarks, common assessments, and state assessments.

By May 2016, we will increase the number of parents who are engaged at BMMS by focusing on parental involvement, partnerships, and community awareness, and by communicating effectively with members of the BMMS community.

By May 2016, 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 Middle School

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.

Provide a welcoming, engaged, 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.

Davis School

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

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.

As addressed in TEC 37.006, provide, English language arts, mathematics, science, history.

Sparks Campus

90% of Sparks students enrolled for at least 50% of the grading period, will function at the TIER I Level of the RTI Universal Screening and Progress Monitoring System.

2015-16 Campus Improvement Plan Wildly Important Goals

Ginnings Elementary School

Improve Tier I instruction in order that 75% or more of students show grade level proficiency by achieving Satisfactory on STAAR testing (3rd-5th); and 85% or more of students are On-Level by the end of the year for KR and ELI/SELI assessments (Kinder-2nd).

Improve the school culture and climate in a way that decreases the number of office referrals to less than 85 total for the 15-16 school year.

Hodge Elementary School

Improve Tier 1 instruction and interventions so that all performance gaps are less than 5% between different populations in all content areas.

Maximize instructional time by increasing student attendance rates from 97% to 97.5%

Increase "level III advanced" rates of STAAR from 7% in Science to 15%; from 13% in Reading to 20% in Reading; from 2% in Writing to 10%, and from 12.2% in Math to 20%.

Pecan Creek Elementary School

By May 2016, Pecan Creek Elementary will decrease the percentage of students requiring Tier 2 and Tier 3 interventions from 25% to 20% by aligning instructional and assessment practices horizontally and vertically.

Rivera Elementary School

Promote a healthy and engaged learning environment by improving school wide student attendance from 95.1% to 97.5% by June 2016 as evidenced by the campus' yearly attendance report.

Improve Tier I instruction so that 80% of K-2 students exit their current grade "on-level" or "proficient" in Language Arts and Mathematics as evidenced by data from ELI, SELI, Kathy Richardson and increase STAAR Performance Index 2 (Student Progress) from 32% to 40% and STAAR Performance Index 3 (Closing the Achievement Gap) from 35% to 40% by June 2016.

Stephens Elementary School

Through the implementation of engaging, high quality Tier 1 instructional practices, the percentage of Stephens Elementary students who receive regular intervention will decrease by 10% between September 2015 and June 2016, as evidenced by district and campus level formative/summative assessments in the areas of reading, writing, mathematics, and science.

As evidenced by district and state assessment reports between the dates of July 2015 to July 2016, the students identified in the Stephens Elementary subgroups will increase academic success/proficiency by 10% in all assessed content areas.

Wilson Elementary School

Improve classroom instruction so that all students will demonstrate one year's growth in Language Arts, Math, Science, and Social Studies as evidenced by data from ELI, SELI, KR, Common Assessments and Standard Based Report Cards by June 2016.

By June 2016 increase students thinking, problem-solving, innovation, and creativity skills critical to learning and academic success and continue to grow a campus culture of compassion, collaboration, and celebration.

2015-16 Campus Improvement Plan Wildly Important Goals

Guyer High School

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 2016, 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 2016.

The Guyer High School students and staff will develop an atmosphere of acceptance at Guyer High School by showing a 5% increase in feelings of safety and connectedness by June of 2016.

Fred Moore High School

Fred Moore High School will increase the passing rate of each STAAR assessment by 10% or more this academic year.

Fred Moore High School will increase the average attendance rate to 87 % by June 2016.

Crownover Middle School

Crownover Middle School will decrease the academic achievement gap to 8% or less in all subgroups, including Special Education and Limited English Proficient students, while meeting a 90% Met Standard rate for all students in all content areas, and increasing our Level III Advanced Performance by 10% in all content areas as measured by state assessments.

Crownover Middle School will continue to grow a campus culture where students have high hopes for their futures and where students are highly engaged in our school as measured by our Gallup Student Poll.

Harpool Middle School

Harpool Middle School will increase the percentage of students that feel comfortable talking to an adult on campus from 65% to 80%.

Increasing level 3 scores on all STAAR tests by at least 10%.

Adkins Elementary School

We will establish a culture of learning for all by focusing on research based practices in Tier I instruction, and by May 2016, evidenced by:

Kindergarten - 2nd Grade: 95% Stage 3 on End of Year Early Literacy Inventory (ELI)

Kindergarten - 2nd Grade: 95% Stage 3 on End of Year Kathy Richardson Math Assessments

3rd - 5th Grade: 95% Stage 3 on Standards Based Report Card Assessment in Reading Standards

3rd - 5th Grade: 95% Stage 3 on Standards Based Report Card Assessment in Math Standards.

E.P. Rayzor Elementary School

Improve Tier 1 Instruction in order to decrease the percentage of students who qualify for Tier 2 and Tier 3 Interventions from 15% to 10% by June 2016 and increase the percentages of students scoring level 3 in each subject areas on the STAAR test 2016.

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.

2015-16 Campus Improvement Plan Wildly Important Goals

Blanton Elementary School

Support Tier I instruction in order to decrease the percentage of students requiring Tier II and Tier III interventions from 20% to 15% by June 2016.

Hawk Elementary School

In an effort to deepen student understanding of the learning targets, by May, 2016 all UBD transfer tasks will be aligned with report card assessments and evaluated for mastery collaboratively with content area vertical teams.

L.A. Nelson Elementary School

Through implementation of a focused academic intervention and enrichment plan, Nelson Elementary will improve Tier 1 instruction in order to decrease the percentage of students in Tier 2 and Tier 3 from 25% to 20% by May 2016.

By May 2016, Nelson Elementary will improve school culture and climate by moving from the good to the excellent level on parent surveys.

McNair Elementary School

By May 2016, McNair Elementary will improve Tier I instruction to decrease the percentage of students requiring Tier 2 and Tier 3 interventions from 20% to 15%, and generate an increase in the percentage of students meeting and exceeding expectations on state assessments from 85% to 90%.

By May 2016, McNair Elementary will increase student engagement and parent involvement as evidenced by an attendance rate of 97%, 10,000 volunteer hours, and 50% increase of social media activity in all domains.