2016-2017
Campus Improvement Plan
for
Gonzalez School for Young Children

Denton Independent School District

<h1 style="text-align: center;"><u>Mission Statement</u></h1>

Denton Independent School District's Mission Statement

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

Gonzalez School for Young Children's Mission Statement

To nurture, protect, and educate our students.

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Progress Report Date:

WIG 1

By the end of the school year, we will increase the parental and community involvement by 400 hours and at least 10% of the parents or community members will be actively volunteering at school events
(between 36-40 people).

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
• Gonzalez SYC will offer parent/staff discussion groups. These groups will meet at least every other month and will be available to parents who speak both English and Spanish. **Addresses missed system safeguard**	Gonzalez SYC Staff, Felicia Sprayberry- Principal, Sabrina Polk- Counselor, Sally Brown- EC Instructional Coach, Myrna Pagan- Bilingual Teacher		A minimum of 40 parents will sign in and attend parent discussion groups.		
• A comment box will be provided for parents to share positive thoughts as well as concerns/issues (box will be labeled PUP PRAISE OR PUP POINTERS) **Addresses missed system safeguard**	Monica Contreras- Secretary (purchasing item) Felicia Sprayberry- Principal		Comments are being left and checked on a weekly basis. Comment cards will be addressed either directly by campus staff or presented to CLT for discussion.		
• Gonzalez SYC will strive to increase our school adopters from 3 (currently have the Morrison Family, Robson Ranch, and ATC) to at least 5. **Addresses missed system safeguard**	Mario Zavala/Courtney Martin -DISD Communications, Felicia Sprayberry- Principal		Contributions from adopters will have a positive impact on at least 10% of our students and 80% of our staff.		
• Continue to increase membership in our PTA by 10% from the previous year. **Addresses missed system safeguard**	Felicia Sprayberry- Principal, Tatiana Medrano- PTA President, Vanessa Kennard- PTA Vice President		PTA Members attending meetings and events will total at least 30% of those in attendance.		
• Share information with parents using a variety of means, including weekly email, campus TVs, newsletters, phone system, and campus postings. A survey will be taken at least once per year to determine effectiveness and improvements needed using these communication strategies.	Monica Contreras- Secretary, Felicia Sprayberry- Principal, Nancy Dobson- Receptionist		At least 70% of our families will feel as though they have been effectively communicated with,		

Addresses missed system safeguard			as determined by survey information and participation in /knowledge of school and campus events.		
• Continue to build a strong volunteer base. Work with PTA, volunteer coordinator, and Denton ISD to obtain volunteers for our library program, supporting school events, and PTA sponsored activities. **Addresses missed system safeguard**	Felicia Sprayberry- Principal, Courtney Martin- DISD Communications, Tatiana Medrano- PTA President,		Volunteer hours will increase from 1600 hours (2015-2016 school year) to at least 2000 hours by the end of the 2016-2017 school year.		

Campus Improvement Plan
Gonzalez School for Young Children

WIG 2

Information from the CLI assessment tool will be used among all classroom teachers to direct student learning activities and identify student strengths and areas of improvement. Common language will be used among teachers, parents, and staff in an effort to communicate important developmental strengths and needs as outlined by the CLI information.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
• A parent meeting will be held to communicate what information will be measured on the CLI instrument and what the information means for the students instructional opportunities and programming. **Addresses missed system safeguard**	Sally Brown- EC Instructional Coach, Felicia Sprayberry- Principal, Myrna Pagan- Bilingual Teacher		A minimum of 40 parents will attend the parent meeting. Parents will be able to effectively communicate with teachers about progress using data on the CLI instrument.		
• Information about the CLI instrument will be available on the Gonzalez SYC website. **Addresses missed system safeguard**	Felicia Sprayberry- Principal, Tammy Konz- Campus Technologist		At least 20 parents will access this information online.		
• Opportunities for parent/teacher partnerships regarding instructional support (at home activities) will be made using CLI data. (activities may include Ready Rosie videos, writing activities, appropriate leveled books, etc.) **Addresses missed system safeguard**	Gonzalez Teachers, Sally Brown- EC Instructional Coach		Progress of student skill acquisition will increase as evidenced by teacher observation.		
• Student work and progress will be shared with parents using an online program (such as SeeSaw or other online portfolios) by 100% of the teachers by the end of the 2016-2017 school year. **Addresses missed system safeguard**	Pre-K Team Leads (Sarah Jones, Becca Bowers, , Sally Brown- EC Instructional Coach, Felicia Sprayberry- Principal.		90% of parents will open/access SeeSaw on a regular basis.		

WIG 3

Gonzalez SYC staff will focus on mastering new curriculum and assessment tools through the use of PLCs, vertical teaming, and meeting with other Pre-K campuses.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1) Instruction will focus on academic, social/emotional development, and fine/gross motor skills that are appropriate for preschool aged children. **Addresses missed system safeguard**	Teachers Paraprofessionals Administrators		Ongoing assessments and observations will be conducted by the teacher.	Students are demonstrating improvement or mastery of Pre-Kindergarten guidelines.	
2) Differentiated and small group instruction will be used to address the developmental needs of our three year old and four year old students. **Addresses missed system safeguard**	Teachers Paraprofessionals		Ongoing assessments and observations will be conducted by the teacher.	Students are demonstrating improvement or mastery of Pre-Kindergarten guidelines.	
3) Ongoing assessments and observations will be conducted to monitor and report student progress using data driven information. **Addresses missed system safeguard**	Teachers Paraprofessionals Administrators		Ongoing assessments and observations will be conducted by the teacher.	Students are demonstrating improvement or mastery of Pre-Kindergarten guidelines.	

Gonzalez School for Young Children Campus Improvement Plan

2016-2017 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Gonzalez School for Young Children conducted a comprehensive needs assessment for the 2016-2017 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Student Achievement

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

Potential Data Sources:
- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, 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.

Report card and universal screener information

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

Findings/Analysis

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

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

Strengths

Needs

will need to become familiar with CLI and how to use technology
to do assessments

Currently have assessments in place

Summary of Needs

will need to become familiar with CLI and how to use technology to do 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, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

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

List the actual data sources reviewed below.

Findings/Analysis

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Strengths   **Needs**

Summary of Needs

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

PBIS data information from Google

Report Card Assessment

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

Findings/Analysis

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

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

Strengths	Needs
Started using PBIS strategies and data	More consistency with PBIS practices

Summary of Needs

Increase PBIS practices

more consistent practicecs,

use compliance documents

want all students to progress at least one mastery level

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

Findings/Analysis

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

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

Strengths   **Needs**

Summary of Needs

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.

Findings/Analysis

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

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

Strengths

Needs

Summary of Needs

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Findings/Analysis

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

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

Strengths	Needs
Have one adopter	Add one additional adopter
	Add comment mailbox
	Increase volunteers

Summary of Needs

Increase volunteer participation

purchase a mailbox for comments

Continue to build PTA

try to add at least one adopter

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Findings/Analysis

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

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

Strengths   **Needs**

_____   _____

Summary of Needs

_____

_____

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

Findings/Analysis

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

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

Strengths   **Needs**

Summary of Needs

Comprehensive Needs Assessment Summary of Priority Needs
2016-2017

Demographics:

Student Achievement:

will need to become familiar with CLI and how to use technology to do assessments

School Culture and Climate:

Increase PBIS practices

more consistent practicecs,

use compliance documents

want all students to progress at least one mastery level

Teacher Quality:

Curriculum, Instruction and Assessment:

Family and Community Involvement:

Increase volunteer participation

purchase a mailbox for comments

Continue to build PTA

try to add at least one adopter

School Content and Organization:

Technology:

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Myrna Pagan
2) Classroom Teacher	Bari Hulen
3) Classroom Teacher	Holly Walker
4) Classroom Teacher	Taryn Hope
5) Classroom Teacher	Ana Smith
6) Classroom Teacher	Jennifer Wright (EIC) Rebecca Bowers (TCC)
7) Campus-based Nonteaching Professional	Monica Contreras/ Sabrina Polk/ Lisa De Los Santos
8) Campus-based Paraprofessional and Operations Staff	Cindy Hollandsworth/Miranda Majusiak
9) District-level Professional	Mario Zavala/ Courtney Martin
10) Parent	Julie Looper Jessica Aument
11) Parent	Carolina/Videla Emily/Kevin Roden
12) Community Member	George Morrison
13) Community Member	Claudia Charon
14) Business Representative	Vicki Sargent
15) Business Representative	Mike Vance

CLT Meetings for 2016-2017			
#	**Date**	**Time**	**Location**
1	9/14/16	3:30 pm	Gonzalez Conference Room
2	10/12/16	3:30 p.m.	Gonzalez Conference Room
3	11/2/16	3:30 p.m.	Gonzalez Conference Room
4	12/7/16	3:30 p.m.	Gonzalez ConferenceRoom
5	1/4/17	3:30 p.m.	Gonzalez Conference Room
6	2/1/17	3:30 p.m.	Gonzalez Conference Room
7	3/1/16	3:30 p.m.	Gonzalez Conference Room
8	4/5/16	3:30 p.m.	Gonzalez Conference Room
9	5/3/16	3:30 p.m.	Gonzalez Conference Room
10		.	Gonzalez Conference Room