

2014-15 Campus Improvement Plan Wildly Important Goals

Denton High School

Denton High School will increase, across the board, the number of students passing the state graduation assessments by 5% for the 2014-15 assessment calendar and increase the percentage of students achieving a Level 3 passing rate to 20%.

Denton High School will increase the number of economically disadvantaged students who will enroll and are successful on the appropriate final assessment in advanced coursework classes (AP & IB) for the 2015-16 school year to 25%.

La Grone Advanced Technology Complex

By June 2015, continue to develop a comprehensive post-secondary guidance plan to increase post-secondary placement from 73% to 75% under Carl Perkins Accountability.

By May 2015, CTE will develop strong industry equivalent programs with industry partnerships as indicated by moving from 66% to 70% strongly agree rating measured by the advisory committee program evaluation survey.

Calhoun Middle School

Increase in all STAAR scores by at least 5% in all Student Expectations (SE) standards as measured by the 2015 STAAR Test.

Implement all IBO Middle Years Programme Standards at high levels.

McMath Middle School

70% of all students will achieve Level I mastery on the 2015 STAAR test with Tier 1 instruction only.

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

Increase student learning by using a structured protocol for classroom walks, analysis of the data gathered, and planning for improvement.

Prepare all students to become educated, healthy, productive members of society both now and in the future.

Borman Elementary School

100% of grade levels will meet requirements of Primary Years Programme (PYP) candidate school as specified in IB action plan.

Improve Tier 1 Instruction in order to decrease the percentage of students in Tier 2 and Tier 3 Interventions from 20% to 10% by June 2015.

Evers Park Elementary School

Improve Tier 1 instruction by becoming an assessment literate campus. This will be accomplished by aligning our learning targets in grades K-5 with our instructional/assessment practices as evidenced by walkthrough data (assessment literate walkthrough form), PLC work, and report card assessments.

Increase parent and community involvement through partnerships with the community that will result in establishing a base of 20 volunteers to serve in our community room and a minimum of 20 school-wide events/volunteering and community outreach opportunities.

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Houston Elementary School

By the end of the school year improve our RtI Continuum percentages from beginning of the Year percentages in Math: 67% Tier 1, 19% Tier 2, and 14% Tier 3 and in Reading: 62% Tier 1, 21% Tier 2, and 17% Tier 3 to match the National Averages of 80% of students needing only Tier 1 instruction, 15% of students in need of Tier 2 instruction, and 5% of students in need of Tier 3 instruction. Our mid-year goal is to have 70% of students needing only Tier 1 instruction, 20% of students in need of Tier 2 instruction, and 10% of students in need of Tier 3 instruction.

Increase from 64% of the teachers on August 2014 rating themselves as initiating to 80% or more teachers in May 2015 rating themselves as developing or above on the Assessment Literacy Learning Walk rubric in the area of: Students use assessment data to self-assess, track their own progress, and set goals.

Lee Elementary School

Use formative assessment results to adjust Tier I instruction in math and reading to ensure students comprehend the learning target which is measured by district approved and/or campus developed assessments and rubrics.

Newton Rayzor Elementary School

Increase student 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 2015. Check points through the year will be December and April.

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

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 2014. Check points through the year will be December and April.

WS Ryan Elementary School

To achieve a “Met Standard” rating on all indexes of the state accountability system and/or a mastery level of 85% at the “Met Standard” level and 30% at the Advanced Level III for All students, 75% at the “Met Standard” level and 20% at the Advanced Level III for Economically Disadvantaged, and 70% at the “Met Standard” level and 20% at the Advanced Level III for Hispanic/ELL students on the Reading, Writing, Math, and Science state mandated tests administered at the 3rd, 4th, and 5th grade levels.

School climate surveys completed by students, teachers and parents will demonstrate a 10% improvement or 90% (or higher) maintenance on each identified survey area at W.S. Ryan Elementary.

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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 2014-2015 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 50%.

Myers Middle School

By May 2015, 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 2015, 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 2015, 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. [This WIG addresses all system safeguards.]

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.

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: To 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.

Ginnings Elementary School

Improve Tier I instruction in order that at least 70% of students at the Phase-in 1 Level II or above with an achievement gap of no more than 5% for ELL students in all grades and content areas where STAAR performance is measured.

Improve the school culture and climate in a way that decreases the number of office referrals by 50%, from 166 to 83 or less.

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Hodge Elementary School

Improve Tier 1 instruction so that the percentage of students demonstrating proficiency or mastery in "all subjects" as reported on Index 1 of the TEA accountability report increases from 79% to 85% before May, 2015.

Increase student attendance rates from 96.5% to 97%.

Increase "level III advanced" rates of STAAR to at least 20% in Math, Reading, Writing, and Science.

Pecan Creek Elementary School

Pecan Creek will decrease the performance gaps between "All Students" and all student groups from the current percentages by a minimum of 5 percentage points by June.

Pecan Creek will increase communication of student learning through a variety of methods with all stakeholders to create a great sense of community.

Rivera Elementary School

Promote a healthy and engaged learning environment by improving school wide student attendance from 96.1% to 97%, and by increasing cultural sensitivity and parent and community involvement from 5 cultural and educational events per school year to 7 by June 2014.

Improve Tier I, II, & III 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, benchmarks, and common assessments, and increase STAAR Performance Index 2 (Student Progress) from 42% to 60% and STAAR Performance Index 3 (Closing the Achievement Gap) from 39% to 55% by June 2014.

Stephens Elementary School

Through the implementation of engaging, high quality Tier One instructional practices, Stephens Elementary students will achieve at least one year's growth on all grade level essential learning standards by June 2015, as evidenced by district and campus level formative and summative assessments in the areas of reading, writing, and mathematics.

Through the implementation of student data binders in PPCD through 5th Grade, all students will be able to participate in academic goal setting in the areas of mathematics and reading, as well as articulate their learning progress in relation to those goals in grades K-5 by June 2015.

Wilson Elementary School

Improve Tier I and Tier II instruction so that all students will demonstrate one year's growth in Language Arts and Math as evidenced by data from ELI, SELI, KR, and Common Assessments. Increase student achievement for 3rd-5th grade students from 92% to 100% satisfactory level performance as evidenced by STAAR results and increase advanced level performance in Math from 30% to 35%, in Reading from 38% to 43%, Writing from 16% to 21%, and Science from 25% to 30% by June 4th, 2015.

Gonzalez School for Young Children

Gonzalez students will demonstrate satisfactory progress of at least one progress level on developmentally appropriate skills at a 90% ratio as defined by report card, information, common assessments, and portfolio classroom documentation.

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Guyer High School

Increase student achievement by 10% in each area of the STAAR EOC tests by June 2015.

The staff and students will decrease incidents of violence, bad decision-making and harassment by 10% as of June 2015.

Fred Moore High School

Fred Moore High School will increase each 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 85 % by June 2015.

Crownover Middle School

Crownover Middle School will decrease the academic achievement gap to less than 8% in all subgroups including Special Education and Limited English Proficient students by the end of the school year while increasing our Level III Advanced performance by 10% in all content areas.

Harpool Middle School

Harpool Middle School will increase involvement amongst Students- at least 90% of all students will be involved in a school-sponsored activity by July 2015.

Harpool Middle School will increase involvement among parents by 25% by June 2015.

Harpool will increase partnerships with the community to include at least 20 businesses, organizations, non-profits, etc.

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 2015, 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 - 4th Grade: 95% Stage 3 on Standards Based Report Card Assessment in Reading Standards

3rd - 4th Grade: 95% Stage 3 on Standards Based Report Card Assessment in Math Standards

5th Grade: 95% Met Standard on STAAR Reading

5th Grade: 95% Met Standard on STAAR Math

Blanton Elementary School

Support Tier I instruction in order to decrease the percentage of students requiring Tier II and Tier III interventions from 25% to 15% by June 2015.

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 20% to 15% by June 2015.

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Hawk Elementary School

By May, 2015 the staff at Hawk Elementary will reduce the number of students requiring Tier 2 and Tier 3 interventions from 21% to 15% by aligning instructional practices in language arts, science and math both vertically and horizontally.

L.A. Nelson Elementary School

Improve Tier 1 instruction in order to decrease the percentage of students in Tier 2 and Tier 3 from 25% to 20% by May 2015.

Improve school culture and climate by moving from the good to the excellent level on parent surveys.

McNair Elementary School

By May 2015, McNair Elementary will improve Tier I instruction to decrease the percentage of students requiring Tier 2 and Tier 3 interventions from 25% to 20%.

By May 2015, McNair Elementary will increase student engagement and parent involvement as evidenced by an attendance rate of 97% and 6,500 volunteer hours.

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Navo Middle School

By May 2015, each state accountability student group will show evidence of at least a 5 percent increase in the student groups' percentage of students scoring at the advanced academic performance level (Level III) on all 2015 STAAR assessments when compared to the student groups' percentage of students scoring at the advanced academic performance level (Level III) on all 2014 STAAR assessments.

Increase the percentages of Navo Middle School students who identify themselves as hopeful (hope), engaged (engagement), and thriving (wellbeing) through comparing the results of the Gallup Student Poll of Hope, Engagement, and Wellbeing in October 2014 and October 2015.

Cross Oaks Elementary School

Through the use of high quality, research-based tier 1 instructional practices, the staff of Cross Oaks Elementary will reduce by 5% the number of students requiring tier 2 and 3 interventions, by May of 2015.

Through cooperative learning and practice, the Cross Oaks Elementary staff will grow in their knowledge and application of Professional Learning Community systems and processes, as evidenced by collectively moving from "Implementing" to "Developing" on the PLC's at Work Continuum.

Paloma Creek Elementary School

Improve classroom instruction so a minimum of 85% of students' needs are met in Tier 1 while reducing the number of students identified for Tier 2 from 12%-11% and from 7% to 4% in Tier 3 by June 2015.

By May 2015, we will establish a positive social, emotional, and academic culture through events and programs that will build collegiality among all stakeholders.

Providence Elementary School

By May 2015, Providence Elementary will improve Tier I and Tier II instruction in the classrooms so that a minimum of 85% of our students will meet expectations in math as measured by district approved and/or campus developed assessments, the use of student data binders [setting goals & feedback], and rubrics using the Math Workshop method and Investigation strategies.

Savannah Elementary School

By June 2, 2014, 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.