

**2015-2016  
Campus Improvement Plan  
for  
Davis School DAEP**

**Denton Independent School District**

## **Mission Statement**

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

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

### **Davis School DAEP's Mission Statement**

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

## **Board Goals**

### **Denton Independent School District's Board Goals**

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

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

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

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

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

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

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

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

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

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

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

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

**Campus Improvement Plan  
Davis School DAEP**

**Progress Report Date:**

**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%.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Bonus days for positive behaviors.  Violence prevention. Drop out prevention Attendance recognition.  <b>Addresses missed system safeguard</b>	Reg budget  Counselor Admin Teachers		Students leave on time.	Length of stay.	<p style="text-align: center;"><b>Aug</b> <b>June</b></p>
Communication at parent -student intake.  Parental involvement.  Attendance awareness. Drop out prevention Violence prevention Student support  <b>Addresses missed system safeguard</b>	reg budget  Counselor Admin Teachers		Requests for individual conferences.	Number of conferences.	<p style="text-align: center;"><b>Oct</b> <b>May</b></p>
Daily point sheet tabulation for student success.  Intervention methods tied to point loss. Drop out prevention Violence prevention Student support  <b>Addresses missed system safeguard</b>	Reg budget  Counselor Admin Teachers		Monthly review	% of staff in the mean	<p style="text-align: center;"><b>Aug</b> <b>June</b></p>
Why Try counseling  Violence, attendance, health, resources.	Comp Ed \$ , At risk for travel  Counselor Admin		# of students remanded back to DAEP	Count = or -	<p style="text-align: center;"><b>Sept</b> <b>May</b></p>

<b>Addresses missed system safeguard</b>	Teachers				
Professional development State & National. Drop out prevention Violence prevention Student support <b>Addresses missed system safeguard</b>	\$2,500.00 Counselor Admin Teachers		Staff attends	Numbers remain below 20%.	<b>Aug</b> <b>June</b>
Home campus visits DAEP to keep student connected. High educationally disadvantaged, assist to reconnect to home campus, Drop out prevention Violence prevention Student support <b>Addresses missed system safeguard</b>	Reg budget Admin.		Visitor sign in.	Numbers remain below 20%.	<b>Sept</b> <b>May</b>
Wake Up Call Criminal behavior assessment <b>Addresses missed system safeguard</b>	DCSO		# of students served	# of students detained.	<b>Sept</b> <b>May</b>
Counselor development <b>Addresses missed system safeguard</b>	Admin		Programs developed	Programs dropped	<b>Jan</b> <b>July</b>
FMHS considered for DAEP students <b>Addresses missed system safeguard</b>	Tinch & Kelly		# of applications taken	# of students taken	<b>Sept</b> <b>May</b>
Provide instruction by highly qualified staff <b>Addresses missed system safeguard</b>	SCE \$811,243 FTE 18.00				

## Campus Improvement Plan Davis School DAEP

### 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.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
120 day review by staff of both campuses. Drop out prevention. <b>Addresses missed system safeguard</b>	Reg budget Counselor Admin Teachers Home campus Counselor Admin Teachers		Number of reviews held	Numbers remain below 2.8%.	<b>Sept</b>  <b>May</b>
Professional development, discipline, attendance, at risk behaviors. <b>Addresses missed system safeguard</b>	\$2500.00 at risk Counselor Admin Teachers		Staff attends	Numbers remain below 2.8%.	<b>Sept</b>  <b>May</b>
District wide admin. training at DAEP. <b>Addresses missed system safeguard</b>	\$500.00 Admin.		HS,MS a&Elem attend	Numbers remain below 2.8%.	<b>Sept</b>  <b>Dec</b>
Coordinated health program, physical fitness, screening, and daily personal attention to their emotional and affective presence. <b>Addresses missed system safeguard</b>	Reg budget Counselor Admin Teachers		Health issues on campus.	Plus or minus for year.	<b>Aug</b>  <b>June</b>

Administrative visits to home campus <b>Addresses missed system safeguard</b>	Mr. Tinch		# of placements	# of repeated placements	<b>Sept</b> <b>May</b>
Reward student improvement (bonus days) <b>Addresses missed system safeguard</b>	Teacher		# of bonus days 2009	# of bonus days 2010	<b>Sept</b> <b>May</b>
Social Skills <b>Addresses missed system safeguard</b>	Classroom Teachers		15 min. at beginning of day	15 min. at close of day	<b>Aug</b> <b>June</b>
K-8th RR grade teachers <b>Addresses missed system safeguard</b>	Central Staff		School is staffed	School is staffed	<b>Aug</b> <b>June</b>
9th -12th teachers <b>Addresses missed system safeguard</b>	Central Staff		School is staffed	School is staffed	<b>Aug</b> <b>Nov</b>
Inclusion, Administration, Counseling & Office <b>Addresses missed system safeguard</b>	Central Staff		School is staffed	School is staffed	<b>Aug</b> <b>June</b>
Staff development, local and National <b>Addresses missed system safeguard</b>	Admin		# of ideas exposed	# of ideas adopted	<b>Sept</b> <b>May</b>



## Campus Improvement Plan Davis School DAEP

### WIG 3

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

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Technical support, Study Island.  <b>Addresses missed system safeguard</b>	\$1,000.00 Comp Ed \$ Admin.		Number of students on SI.	Continued improvement.	<b>Sept</b> <b>May</b>
Credit recovery at DAEP, when current course work is up to date student may work toward recovering any lost credit.  Drop out prevention.  <b>Addresses missed system safeguard</b>	\$500.00 Counselor Admin Teachers		Number of courses attempted.	Number recovered.	<b>Aug</b> <b>May</b>
Elective support at DAEP. Courses sent by home campus and returned to home campus.  Thirty (30) new Dell devices requested from IT to give one to one capability during elective class  <b>Addresses missed system safeguard</b>	At risk budge t\$ 6,400.00 Counselor Admin Teachers  IT Judy Bush, Jeff Tinch		Number of courses sent  Devices in use	Number of courses returned.  Courses returned.	<b>Aug</b> <b>May</b>
L2L, Students will be able to articulate the lesson objective in their own words showing understanding of the content at a 95% rate  <b>Addresses missed system safeguard</b>	Admin teaching staff		L2L data recovery from walks.	Students understand their work, not benign compliance.	<b>Sept</b> <b>Apr</b>
Professional development local or national.  <b>Addresses missed system safeguard</b>	\$2,500.00 Counselor Admin Teachers		Number attending.	Trained rest of staff.	<b>Sept</b>  <b>May</b>

Classroom teachers to support core courses.	Teacher		Certifies teachers in each room	Check credentials	<b>Aug</b>
Inclusion instruction.					<b>June</b>
Administration, Counseling and Office					
<b>Addresses missed system safeguard</b>					

## **Davis School DAEP Campus Improvement Plan**

### **2015-2016 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Davis School DAEP conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



## Student Achievement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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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**

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**Summary of Needs**

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## Demographics:

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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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**

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**Summary of Needs**

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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.

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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.”***

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### Strengths

### Needs

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## Summary of Needs

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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 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.

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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**

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**Summary of Needs**

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## Curriculum, Instruction and Assessment

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

### Potential Data Sources

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

**Strengths**

**Needs**

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**Summary of Needs**

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## 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.

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

## Findings/Analysis

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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**

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## Summary of Needs

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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 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.

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

## Findings/Analysis

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

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

**Strengths**

**Needs**

## Summary of Needs

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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 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.

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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

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## Summary of Needs

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## Comprehensive Needs Assessment Summary of Priority Needs

**Demographics:**

**Student Achievement:**

**School Culture and Climate:**

**Teacher Quality:**

**Curriculum, Instruction and Assessment:**

**Family and Community Involvement:**

**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	Ulinda Yeaquho, Angela Mohair
2) Classroom Teacher	Anna Braudrick , Larry Greaves
3) Classroom Teacher	Vicki Storrie , Leah Rose
4) Classroom Teacher	Pattie Gerdes, Ronnie Havens
5) Classroom Teacher	David Huey,
6) Classroom Teacher	Jason Steward
7) Campus-based Nonteaching Professional	Teresa Finch
8) Campus-based Paraprofessional and Operations Staff	Mitzi Burleson
9) District-level Professional	Darrell Muncy
10) Parent	
11) Parent	
12) Community Member	Ross Thompson
13) Community Member	
14) Business Representative	Andrew Tinch
15) Business Representative	

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	9/15/14	2:35	Davis workroom
2	9/23/14	2:35	Davis workroom
3	10/14/14	2:35	Davis workroom
4	10/27/14	2:35	Davis workroom
5	11/10/14	2:35	Davis workroom
6	12/1/14	2:35	Davis workroom
7	1/12/15	2:35	Davis workroom
8	2/2/15	2:35	Davis workroom

<b>9</b>	2/23/15	2:35	Davis workroom
<b>10</b>	3/23/15	2:35	Davis workroom
<b>11</b>	4/20/15	2:35	Davis workroom
<b>12</b>	5/18/15	2:35	Davis workroom