

John H. Guyer High School



Campus Improvement Plan 2016-17

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.

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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)

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 2018, 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 2018.

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 2017 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 district and teacher assessments, math staff will utilize common planning time to plan for creating and analyzing common assessments, collaboratively designing high quality lessons and implementing high quality instruction.	Math Staff			Lesson Plans Planning Agendas PLC Agendas Online Tutorials Walkthrough Data	Evidence of increased success in STAAR EOCs Student Grade Reports	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Science staff will utilize common planning times and collaboration with colleagues to plan for activities that increase student skills of analysis and synthesis	Science Staff			Lesson Plans Planning Agenda Walkthrough Data PLC Agendas	Evidence of increased success in student grades, STAAR EOCs, and common assessments	
Social Studies staff members will increase document analysis/evidence based reading at all grade levels. An increased focus on this skill will raise scores at all grade levels and AP.	Social Studies Staff			Lesson Plans Planning Agendas Walkthrough Data PLC Agendas	Evidence of increased success in student grades and STAAR EOC tests	
Continue to support and provide common planning time for staff to collaborate and build/analyze quality common assessments (content based PLCs)	Administrators Department Heads			Planning Date Data Calendar of Dates PLC Agendas	Increased success in student grades and EOC tests	
Continue to work with all students on post-secondary readiness and distribute information on college admission requirements	Administrators/Counselors/ CTE Staff			Counselor Calendar Class Lists	Counselor Logs	
Increase writing and content evidenced based reading opportunities for all students across all subject areas	All Core Staff			Lesson Plans Planning Agendas Walkthrough Data	Evidence of increased student success on STAAR EOCs	

WIG 2: Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by National College and Career Readiness Indicators, we will increase the percentages of students meeting academic indicators or standardized testing benchmarks by June 2018. Additionally, Guyer High School will ensure that the percentages of students engaged in school and community activities and organizations increases by June 2018. Current percentages of participation by program: Dual Credit (3%); PreAP/AP (61%); Fine Arts (58%); Athletics (48%); CTE (84%); ROTC (5%); STUCO/PALS/Child Guidance Internship (2%)

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 -Provide summer AP Boot Camps for students new to the AP program -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>Teachers Counselors Administrators</p>			<p>Increased participation/enrollment/retention in PreAP/AP/dual credit courses</p>	<p>Increased Pre/AP credit awarded Increased AP exam scores Increased college credit awarded Decrease in students dropping PreAP/AP courses</p>	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Recruit and retain potential students for our dual credit courses	Teachers Counselors Administrators			Increased participation/enrollment/retention in dual credit courses	Increased college credit awarded	
Counsel and advise student course selection to increase student enrollment and completion of coherent sequence of CTE courses	Administrators Career Counselor Guidance Counselor CTE Teachers			Increased completion of coherent sequence of CTE courses		
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 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide Zone Presentations 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.	Counselors Administrators			Pretest concerning safety and connectedness on campus Zone schedule Discipline Data	Post-test concerning safety and connectedness on campus Lower incidences of bully, harassment, fighting, etc. on the end of the year discipline report	
Parent education in mental health and wellness through conducting parent presentations and providing resources.	Counselors Administrators SRO			Parent Presentation Attendance Post-Parent Presentation Surveys	Increased parent participation; increased parent request for resources; increased traffic on mental health website	
Continue monthly safety audits of facilities.	Administrators			Calendar of Audits	Calendar of Audits	
Continue to communicate with parents through E Alerts, Guyer Website, HAC, and Newsletters.	Administrators; Counselors; Librarians and ITS			Website E-Alerts Newsletters Gradespeed Usage	Parent Survey Website E-Alerts Newsletters Gradespeed usage	
Continue Grit series to assist students in understanding the benefits of grit and to provide instruction on and opportunities to develop grit in our student body.	Counselors Administrators			Zones; Grit Presentations	Pre/post Student Grit Surveys	

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Robert Leffel
Teacher	Alyscia Clark
Teacher	Barb Ouellette
Teacher	Larry Turner
Teacher	Scott Dean
Teacher	Stephen Shade
Campus-Based Nonteaching Professional	Andrea Wyatt
Campus-Based Para or Operations Staff Rep	Donna Clark
District-Level Professional	
Parent Rep	LaQuita Harmon
Parent Rep	Leslie Farris
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
9/5/2017	4:30 p.m.	GHS Library
9/28/2017	4:30 p.m.	GHS Library

Crownover Middle School



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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 Campus Report Card Accountability Summary.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Common assessments will be redesigned to reflect the district's' new standards-based grading policy in all grade levels and for all core subjects; teachers will assess student performance and instructional strategies each marking period through performance on campus-based common assessments.	Campus-based common assessment; student work samples; AWARE data. ELA/Reading, Math, Science, and Social Studies Departments.			Campus-based common assessments and answer documents; AWARE student performance data for each grade level and content disaggregated by teacher and student sub-groups.	Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples; student performance reflected on STAAR assessments.	
All core content teachers will participate in weekly content meetings to develop common lesson plans to ensure vertical and horizontal alignment through the use of 5E lesson planning.	Administrators ELA/Reading, 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
Weekly Rtl 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.	RCMS Core Content Staff, Administrators and Counselors			Team developed student lists, AWARE monitoring lists, PLC agendas, and teacher feedback.	Reduced number of students listed on Rtl list.	Once per week. Ongoing
ELA/Reading teachers will utilize the Writer's Workshop model to implement student writing journals and establish 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.	ELA/Reading Teachers and Administrators			Writing journals, classroom libraries, lesson plans, and student work.	AWARE Common assessments, teacher developed grading rubrics, student work samples, and STAAR assessments.	District developed ELA/Reading common summative assessments: Nov. and Dec.

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Implementation of Achieve 3000 for all 6th, 7th, and 8th grade Accelerated Reading classes, as well as, all 7th grade Reading classes for all students including Special Education sup-pop not meeting standard on Reading STAAR test(s) the previous school-year as determined by 2017 systems safeguards. *Addresses missed system safeguards.</p>	<p>ELA/Reading Department, Principal, Assistant Principals, and Counselors</p>			<p>Reflected on students' schedules and master schedule; ongoing ELA/Reading PLC meetings to plan and discuss individual needs; progress monitoring based on student mastery of TEKS.</p>	<p>Progress reports, ELA/Reading common assessments, and Reading and/or Writing STAAR assessments.</p>	<p>October: January: April:</p>
<p>Performance Task: Social Studies will work to create performance task at all three grade levels that will gauge the growth of students and help develop writing.</p>	<p>Teacher-created performance tasks; curriculum guides; TEKS. Social Studies Department</p>			<p>Teacher-created performance tasks; 6th grade will create 2; 7th grade will create 5; and 8th grade will create 4; evident in lesson plans, walkthroughs, and observations.</p>	<p>Analysis of student performance through rubric grading and student work samples; student performance reflected in deeper analytical writing, deeper understanding of curriculum, reflected on STAAR assessments.</p>	<p>Weekly lesson plan check.</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: January: April:</p>
<p>Implementation of Accelerated Reading classes, in addition to ELA and Reading classes, for 6th, 7th, and 8th grade students including Special Education sup-pop not meeting standard on Reading STAAR test(s) the previous school-year as determined by 2016 systems safeguards. *Addresses missed systems safeguards.</p>	<p>ELA/Reading Department, Principal, Assistant Principals, and Counselors</p>			<p>Reflected on students' schedules and master schedule; ongoing ELA/Reading PLC meetings to plan and discuss individual needs; progress monitoring based on student mastery of TEKS.</p>	<p>Progress reports, ELA/Reading common assessments, and Reading and/or Writing STAAR assessments.</p>	<p>October: January: April:</p>

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of Sheltered Instruction Reading classes designed with a sheltered co-teach model for ELL learners.	ESL Teachers, ESL Campus Coordinator, and Principal			Reflected on students' schedules and master schedule; ongoing ELA/Reading and ELL 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.	
Implementation of Read 180 remediation course for identified students showing significant gaps in ELA/Reading progress in addition to primary Reading course.	ELA/Reading 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: January: April:
Career and Technical Education department will provide core cross curricular opportunities to assist in closing achievement gaps that have real-world application, job-related 21st century work skills, and career related project-based learning	Technology, lesson plans, formal and informal assessments, student feedback, and core classes' scope and sequences, core PLC conversations and ideas, CTE curriculum, STEM opportunities along with Denton and			Teacher created lesson plans/activities; student work samples; instructional strategies to reflect core subject applications; walkthroughs and observations. CTE PLC conversations will be driven by adjustments and implementation of instructional strategies.	Lesson plans, informal/formal assessments, student participation in CTE activities, student feedback, and field trip participation; analysis of CTE students' performance on common assessments, district benchmarks, and STAAR assessments.	

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 Campus Report Card Accountability Summary.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Corinth community resources. Career and Technical Education Instructors					
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.	Study Skills Teachers, Counselors, Guest Speakers, and Administration			Students' schedules, grades, lesson plans, walkthroughs, and observations.	Students' grades and campus surveys.	
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 2017 Systems Safeguards. *Addresses systems safeguards.	Math, Science, ELA/Reading, 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: January: April:

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
Implementation of Parham Pages and Crownover News staff memos.	Principal and Assistant Principals			Weekly Newsletters for staff.	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 student lessons. 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
Implementation of Strengths Based curriculum in the Study Skills class for all 6th grade students.	Administrators Counselors, and Classroom Teachers.			Beginning of the year staff training. Implementation of strengths curriculum. Weekly student lessons.	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
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.	Administrators Counselors, Classroom teachers, and presenters			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. CHAMPS Cowboys who care	Discipline reports, Cowboys who care reports, and student surveys. Individual counseling offered to students as needed.	September-January.
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
Family Fiesta 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 15, 2016
House Bill presentations to promote anti-bullying, suicide, mental health, and drug awareness for student, parents, and staff.	Crisis Counselor and Principal			Intervention Schedule 9/20, 10/23, 11/15, and 2/21	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	Crisis Counselor and			October 23, 2017	Student Survey	October

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
sexting.	Principal					
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	Ongoing
RCMS will continue to offer after school clubs.	Teachers Principal Assistant Principals			<p>Implementation of NJHS, Student Council, Minecraft, G.O.A.L, Arts and Craft Club, Once upon a page book Club, Debate, Pep Squad, Cheerleading, Robot Club, I am Second, Cowboys Who Care, Academic UIL, Spanish Club, StopMo Club, and Jr. Thespian Club.</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>	



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, Safeguards, and 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...
<ul style="list-style-type: none"> ● Tutorial Attendance ● Re-Assessment process in place ● RtI well established between teams and campus administration ● Academic success in all core subjects ● STAAR Designations earned in the area of ● Student Progress Top 25%, Closing the Gap Top 25%, and Postsecondary Readiness. ● STAAR Designation earned in Social Studies due to Level III Advanced Measures. 	<ul style="list-style-type: none"> ● Continue to close the gap in student achievement between sub-pops across all contents focusing on Special Education sub-pop. ● Develop support systems to improve Reading and writing scores across all 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 the information received, RCMS will continue to focus on improving individual student progress. ● Continue to focus on reading and writing scores across all sub-pops to evaluate progress monitoring used in ELA and Reading classes. ● Scores also indicate that individual students must be targeted for early intervention. ● The data demonstrates a need to focus on individual sub-pop such as Special Education and LEP students.



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...

	2016-17		2015-16		2014-15		2013-14		2012-13	
Student Attributes	#	%	#	%	#	%	#	%	#	%
Total Enrollment	939	100%	959	100%	944	100%	917	100%	1013	100%
At-Risk	202	21.3%	323	34%	244	26%	209	23%	158	16%
Economically Disadvantaged	220	23.2%	222	23%	258	27%	236	26%	174	17%

ELL	55	5.8%	59	6%	45	5%	25	3%	27	3%
G/T	146	15.4%	151	16%	128	14%	123	13%	126	12%
Section 504	172	18%	172	18%	171	18%	167	18%	182	18%
Special Education	87	9.2%	85	9%	84	9%	83	9%	67	7%
Student Demographics	2012-13		2013-14		2014-15		2015-16			
	#	%	#	%	#	%	#	%		
Total Enrollment	1019	100%	900	100%	936	100%	950	100%		
African American	84	8%	83	9%	84	9%	99	10.4%		
Hispanic	174	17%	163	18%	185	20%	199	20.9%		
White	707	69%	605	67%	613	65%	593	62.4%		
American Indian	12	1%	6	1%	5	1%	5	.5%		
Asian	34	3%	29	3%	29	3%	31	3.3%		
Pacific Islander	1	0%	0	0%	1	0%	1	.1%		
Two or More Races	7	1%	14	2%	19	2%	22	2.3%		

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the 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"> Diverse campus 	<ul style="list-style-type: none"> Increasing growth in our sub-pops Increased growth in the number of students that are economically disadvantaged and at-risk as identified through PEIMS

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 must continue to seek current professional development and programs that meet the needs of our diverse learners in order to decrease identified barriers.
- RCMS must continue to seek best practices through the use of Positive Behaviors Support Systems to assist students in areas 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...

Informal data review and K12 Insight.

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the 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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<ul style="list-style-type: none"> ● 2 Parents are acting members of the Campus Leadership Team- these member are also members of RCMS PTA; 1 community member of the CLT. ● Parent survey through K-12 Insight allows for open ended feedback from parents ● Principal open door policy ● High PTA membership rate ● Community partnership with Corinth Police Department and Lake Cities Fire Department is utilized in safety planning. ● 86% of parents/staff surveyed fell RCMS encourages parent volunteers (K12) ● 86% of parents/staff surveyed feel RCMS respects family input (K12) ● Post-secondary education partnerships exist with University of North Texas, North Central Texas College, and Texas Woman's University. These partnerships are utilized to educate students about opportunities and financial resources available to them after high school. ● Cross Pointe Community Church provided students in need with back packs, binders, school supplies, and gift cards for holiday assistance. ● Mental health partnerships exist with a variety of entities in the community which allow for counseling referrals and putting families in touch with needed resources such as food and clothing. 	<ul style="list-style-type: none"> ● Increase communication from administration. ● 54.5% of students feel their family comes to their events at school (District Counseling 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.)...

<ul style="list-style-type: none"> ● RCMS will continue to improve in the area of communication for students, parents, and staff. It has been identified that communication must be timely and consistent. ● These areas will be addressed through PTA Newsletter, Staff communication (Parham Pages and Crownover news), website, Twitter and Facebook.
--



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...

Previous master schedule, campus and district surveys, teacher and administrative 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...
<ul style="list-style-type: none"> ● Teachers are advocates for the students ● Teachers are willing to identify areas of concern and work together to develop an action plan to best support all learners. ● PLC meetings scheduled regularly. 	<ul style="list-style-type: none"> ● Information availability needs a central location. ● Develop a system designed for teacher feedback.

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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"> ● Revisit with faculty and staff, the development of the mission, vision, and collaborative commitments. ● Introduce the campus Theme (Survivor Series...The Challenge Is On!) and Motto- GRIT. ● Continue Faculty Notebook and begin use of Google Team Drives.. ● Evaluate current systems in place to ensure effectiveness and efficiency.
--



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 level counseling survey (6th and 7th grade response, Fall 2015 Gallup Student Poll and Results, and K-12 Campus Culture & 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>Safe Learning Environment</p> <ul style="list-style-type: none"> ● 97% of teachers, staff & parents indicated RCMS is a safe school (insight). ● 92% of teachers, staff, & parents believe student are aware of safety procedures. ● 78% of all parents indicated begin aware of safety and security procedures. <p>Good Citizenship</p> <ul style="list-style-type: none"> ● 92.2% of students believe they are encouraged to make positive health decisions. ● 92.2% of students believe they are encouraged to accept responsibility for their choices/actions. ● 82.3% of students believe they are taught skills related to empathy, decision-making, problem solving, communication, and conflict resolution. <p>District Counseling Survey</p> <ul style="list-style-type: none"> ● 90.3% of student feel teachers treat each other with respect. ● 84.8% of students give RCMS and “A” or “B” for interpersonal relationships. ● 86.7% of student feel school is welcoming. ● 88.2% of students feel they belong at this school. <p>K12 Insight Parent & Teacher/Staff Responses</p> <ul style="list-style-type: none"> ● 94% of respondents believe student have an adult at school that will help them with a problem. ● 86% of respondents believe students are treated fairly regardless of race, religion, etc. ● 88% of respondents believe administration is courteous when they have a concern. 	<p>Safe Learning Environment</p> <ul style="list-style-type: none"> ● 11.7% of students do NOT feel safe in the locker room. ● 11.4% of student do NOT feel safe in the bus lane. ● 15.3% of student do NOT feel safe in the restroom. ● 38.5% of students do NOT feel safe from verbal abuse, harassment, teasing, and bullying. ● 22.4% of student do NOT feel safe from physical violence. <p>District Counseling Survey</p> <ul style="list-style-type: none"> ● 76.9% students feel there is an adult at school who cares about them. ● 83.7% of students feel they are treated with respect while at school. ● 81.3% of students feel they are treated fairly. ● 78.2% of students give RCMS and “A” or “B” for school environment. <p>K12 Insight Parent & Teacher/Staff Responses</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.)...

- Based on the findings, RCMS will focus on developing a culture of transparent, yet consistent and effective communication for students, parents, and staff. This will include daily morning announcements, faculty and staff weekly memos to include the Parham Pages and Crownover news.
- Communication will extend to students and parents through email, phone calls, school messenger, twitter, Facebook and school website.



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 attendance rates, retention rate, and turnover rate.

Staff Demographics	2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%
Total Enrollment	66.1	100%	64.3	100%	59.4	100	86.8	100%
African American	7	11%	4	6%	3.4		3.2	5.2%
Hispanic	2.3	3%	2.3	4%	2.2		3.2	5.2%
White	55.8	84%	56	87%	51.9		53.1	86.4%
American Indian	0	0%	0	0%	0		0	0
Asian	0	0%	0	0%	0		0	0
Pacific Islander	0	0%	0	0%	0		0	0
Two or More Races	1	2%	2	3%	2		2	3.3%

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the 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"> • New staff members go through orientation during our teacher in-service week. <p>What systems are in place to build capacity and support the notion of continuous improvement?</p> <ul style="list-style-type: none"> • Weekly newsletter articles • Kudos teacher submissions • Admin regularly provides teachers with substitutes for Ed. Leave days • Provide PLC opportunities 	<ul style="list-style-type: none"> • Increase diversity of the staff

- | | |
|--|--|
| <ul style="list-style-type: none">• Support “outside of classroom” events such as Fiesta Family Night, Super Saturdays, and 8th grade History Boot Camp. | |
|--|--|

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 and support new teaching and coaching staff.• Each new staff member will be assigned a content-related mentor.• 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...

STAAR, Common Assessments, Rtl 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...
<ul style="list-style-type: none">● Strength in Mathematics, Writing, and Reading Achievement STAAR scores.● STAAR Academic Achievement in Social Studies due to Mastery Level student performance.● Distinctions earned in Student Progress, Closing the Gap, Postsecondary Readiness.● Accountability performance well about state minimum requirements.	<ul style="list-style-type: none">● Did not meet safeguard standards in the area of STAAR Reading due to student performance in the subgroups 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.)...

<ul style="list-style-type: none">● RCMS will identify students classified in the different subgroups.● RCMS will develop a tracking system to monitor all student progress to include the subgroups identified through Safeguards as not meeting standard.
--



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 survey and 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...
<p>Professional development provided to staff</p> <ul style="list-style-type: none"> ● Chromebook Training-A quick tutorial on how to check out the labs and how to properly take care of the new Chromebooks. Teachers learned how to properly use Chromebooks. ● Google Docs-Exploring the applications of Google Docs and Google Classroom 	<p>Barriers identified</p> <ul style="list-style-type: none"> ● Time ● Assessment ● Inadequate knowledge and 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.)...

<ul style="list-style-type: none"> ● Development of Technology Team ● Campus technology needs assessment ● We would also like to identify teachers that could lead their team and this campus in the area of instructional technology.



Summary of Priority Needs

Demographics...

- RCMS must continue to seek current professional development and programs that meet the needs of our diverse learners in order to decrease identified barriers.
- RCMS must continue to seek best practices through the use of Positive Behaviors Support Systems to assist students in areas identified as high need

Student Achievement...

- RCMS will identify students classified in the different subgroups.
- RCMS will develop a tracking system to monitor all student progress to include the subgroups identified through Safeguards as not meeting standard

School Culture and Climate...

- Based on the findings, RCMS will focus on developing a culture of transparent, yet consistent and effective communication for students, parents, and staff. This will include daily morning announcements, faculty and staff weekly memos to include the Parham Pages and Crownover news.
- Communication will extend to students and parents through email, phone calls, school messenger, twitter, Facebook and school website.

Staff Quality, Recruitment and Retention...

- RCMS will identify and support new teaching and coaching staff.
- Each new staff member will be assigned a content-related mentor.
- New teaching staff will participate in the New Teacher Academy.

Curriculum, Instruction, and Assessment...

- Based on the information received, RCMS will focus on improving individual student progress.

- Scores demonstrate a need to focus on reading specific to special education students in order to close the achievement gap.
- Scores also indicate that individual students must be targeted for early intervention.
- The data demonstrates a need to focus on individual sub-pop such as Special Education and LEP students.

Family and Community Involvement...

- RCMS will continue to improve in the area of communication for students, parents, and staff. It has been identified that communication must be timely and consistent.
- These areas will be addressed through PTA Newsletter, Staff communication (Parham Pages and Crownover news), website, Twitter and Facebook.

School Context and Organization...

- Revisit with faculty and staff, the development of the mission, vision, and collaborative commitments.
- Introduce the campus Theme (Survivor Series...The Challenge Is On!) and Motto- GRIT.
- Continue to implement Faculty Notebook.
- Evaluate current systems in place to ensure effectiveness and efficiency.

Technology...

- Our members would like to explore the technology needs for our campus based on each individual department.
- We would also like to identify teachers that could lead their team and this campus in the area of instructional technology.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Amy Miller
Teacher	Brittany Dinsmore
Teacher	Erin Smithers
Teacher	Tamra Woods
Teacher	Dana Taylor
Teacher	Samantha Blevins
Campus-Based Nonteaching Professional	Charlene Parham
Campus-Based Nonteaching Professional	Jennifer Carter
Campus-Based Nonteaching Professional	Rachel Nygrin
Campus-Based Para or Operations Staff Rep	Fawnda Dooley
District-Level Professional	Dwight Goodwin
Parent Rep	Marci Tamplen
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
March 7, 2017	4:00 p.m.	Crownover Middle School
April 6, 2017	4:00 p.m.	Crownover Middle School
May 4, 2017	4:00 p.m.	Crownover Middle School
August 31, 2017	4:00 p.m.	Crownover Middle School
September 21, 2017	4:00 p.m.	Crownover Middle School

Harpool Middle School



Campus Improvement Plan 2017-18

Harpool Middle School

Campus Improvement Plan 2017-18

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- 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 all students.

We BELIEVE that every student is capable of learning and should be held accountable for his/her performance and citizenship.

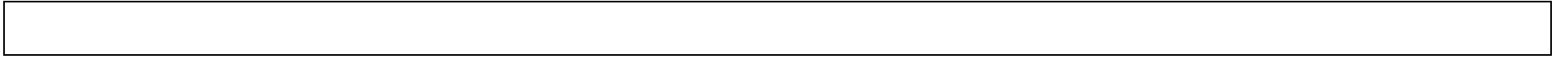
We CELEBRATE and SUPPORT student and faculty success.

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: All students will increase 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
<p>All SPED teachers will be trained and use Compass learning in reading and math</p> <p>Addresses missed system safeguard (SPED READING)</p>	<p>SPED teachers Smith</p>			<p>Implementation of compass learning in SPED classes</p>	<p>Students reading and math levels will increase throughout the year</p>	
<p>Teachers will focus on common vocabulary with this targeted group.</p> <p>Addresses missed system safeguard (SOCIAL STUDIES ECON DIS)</p>	<p>Turek Marley Talley Smith</p>			<p>Students will have a better grasp of vocabulary.</p>	<p>Econ Dis student's score will increase on the state social studies score</p>	
<p>Read 180 teacher will work throughout the year with students at least two grade levels below</p>	<p>Tammy Allen</p>	<p>SCE: \$60,000 FTEs: 1.0</p>		<p>Administration of begin, mid and end of the year sri</p>	<p>Students reading levels will increase by the end of the year</p>	
<p>Develop strong PLC that focus on the four strands</p>	<p>All staff</p>			<p>Weekly grade content PLCs</p>	<p>Increased student achievement</p>	
<p>Teachers closely collaborate and aware of students performance that did not make one year's growth</p>	<p>Vasquez Teachers</p>			<p>Summer will post data that shows the students that did not make progress. Presented during team meetings and monitored throughout the year.</p>	<p>Students assessment scores will closely correlate to their respective test for that grade level.</p>	
<p>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).</p> <p>Addresses missed system safeguard (SPED READING)</p>	<p>Inclusion teachers, PABS, AVLS teachers and Librarian</p>			<p>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.</p>	<p>Students reading and math levels will increase throughout the year</p>	

WIG 1: All students will increase 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
<p>7th 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 wide range of exposure based on the students' FIE testing and disability(s). Addresses missed system safeguard (SPED READING)</p>	<p>7th Grade Inclusion teachers, PBAS, and AVLS teachers</p>			<p>Regular education English classes should be followed with specific reteaching in Advisory classes. This can 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.</p>	<p>Students reading and math levels will increase throughout the year</p>	
<p>Provide Professional development on assessment. Ken Mattingly</p>	<p>Smith</p>	<p>\$3,000 lantana</p>		<p>Ken Mattingly presented on Aug 16, 2017 at DHS</p>		<p>Completed</p>
<p>Provide Professional Development on formative assessment- Sandy Snow</p>	<p>Smith</p>	<p>\$13,500</p>		<p>Provide three days of PD Aug 11 Oct 13 Feb 19</p>	<p>Provide teacher with strategies with formative assessment</p>	<p>½ completed</p>

WIG 2: By May 2018, 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 measure 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
Form Stand up Crew- counselor 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	
Awards ceremony- teams will conduct ceremony twice a year promoting the successes of their students	Teams Admin Counselors			Semester awards ceremony- end of each semester	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			Periodic checks throughout the 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	
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 year	Parent participation	

WIG 2: By May 2018, 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 measure 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
Strengths Academy for all 6th 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	



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	Continue to find time for teachers to collaborate with each other- Monitor

Summary of Needs

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

Find time for teachers to collaborate and monitor student’s progress- Thursday 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, 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 class size low	Increase attendance, monitor needs of special populations, keep class sizes small, focus on minority groups to make sure they feel included

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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	Maybe improve duty Utilizing advisory efficiently

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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	Continue to look at ways to improve

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 scores No distinctions

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 Try to find areas to receive distinctions



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, 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- improved from last year	Continue to 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.)...

Continuous improvement 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- Thursday PLC_ Monitor

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	Tressa Barrera, Tammy Allen
Teacher	Julie Moore, Jaclyn Pirtle
Teacher	Tracy Reed, Erin Rooks
Teacher	Bryan Stone, Travis Turek
Teacher	Christi Weems
Counselors	Annette Price, Eren Turner, Darlene Thweatt
Admin	Jeff Smith, Matt Willoughby, Summer Vasquez
Campus-Based Nonteaching Professional	Sherry Brandt
Campus-Based Para or Operations Staff Rep	Tiphanie Simpson
District-Level Professional	Shanna Mikolajchak
Parent Rep	Heather Watson
ITS	Chavayee Johnson
Community Rep	Chris Muscle
Community Rep	
Business Rep	Aaron Goldstein
Business Rep	

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

Date	Time	Location
9-11-17/ 10-9-17	After School	Library
11-13-17/ 12-11-17	After School	Library
1-8-18/ 2-12-18	After School	Library
3-19-18/ 4-9-18	After School	Library
5-14-18	After School	Library

Dorothy P. Adkins Elementary School



Campus Improvement Plan 2017-18

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 - 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)

Dorothy P. Adkins Elementary 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

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.

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: Adkins Elementary School will focus on ensuring at least one year's growth in Math and in 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 - 1st Grades - Kathy Richardson Assessment - 95% students ending year "Ready," with 5% or fewer ending at "At Risk"
- 2nd - 5th Grades - Imagine Math Benchmark - 100% of students increasing by one or more performance levels from beginning of year assessment to end of year assessment
- 2nd - 5th Grades - ISIP - 100% of students increasing one or more years in their "Grade Equivalent" score
- 3rd - 5th Grades - 10% increase in STAAR Index 2 - Student Progress in both Reading and 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; Kathy Richardson; Standards Based Report Card Assessments	September; February; June
"Wonder Wednesdays" during which students spend 45 minutes (as teachers hold their PLC meetings) to research and create projects based on topics of their own choosing. Based on the concept of "Genius Hour."	Admins; two consistent substitute teachers			Classroom observations; notes from Wonder Wednesday teaching staff; presentation of student research and projects	Standards based assessment data; STAAR data; ELI; Kathy Richardson; 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; Kathy Richardson; Standards Based Report Card Assessments	August; March; June
Purchase, training, and implementation of	Classroom	Lantana		PLC Agendas; Common	Standards based	September; February;

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

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- 3rd - 5th Grades - 10% increase in STAAR Index 2 - Student Progress in both Reading and Math

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
iStation Reading with ISIP assessment tools; Imagine Math with BOY, MOY, and EOY assessments.	teachers; specialists; Admin.	Education Foundation		Assessment Data	assessment data; STAAR data; ELL; Kathy Richardson; Standards Based Report Card Assessment	June
Lucy Calkins Reading and Writing Projects attendance in New York City. Writing improvement is intertwined with Reading progress.	All grades are implementing; Kindergarten 4th grade Admins; Read Int Specialists	Lantana Education Foundation		Implement PLC work to further instructional efficacy of the program	Standards based assessment data; STAAR data; ELL; Kathy Richardson; Standards Based Report Card Assessment	August; March; June
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; Kathy Richardson Data; STAAR data	September; February; June
Dr. Julie Jackson, Interactive Word Wall professional development for our teachers	All classroom teachers	Lantana Education Foundation		Attendance and active participation in training; lesson plans, classroom observation post training.	Standards Based Report Card Assessment	September; February; June
Homework Zone: Partnership between Adkins, Harpool, and Shiloh Church to provide after-school tutoring one day a week for students living in mobile home community zoned for our two schools.	Admins; consistent volunteer each week; materials and resources funded	Lantana Education Foundation; Tutor Doctor		Sign in sheets; teacher feedback; completion of assignments by participating students	Standards based assessment data; STAAR data; ELL; Kathy Richardson; Standards Based Report Card Assessments; STAAR data	September; February; June

WIG 1: Adkins Elementary School will focus on ensuring at least one year's growth in Math and in 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 - 1st Grades - Kathy Richardson Assessment - 95% students ending year "Ready," with 5% or fewer ending at "At Risk"
- 2nd - 5th Grades - Imagine Math Benchmark - 100% of students increasing by one or more performance levels from beginning of year assessment to end of year assessment
- 2nd - 5th Grades - ISIP - 100% of students increasing one or more years in their "Grade Equivalent" score
- 3rd - 5th Grades - 10% increase in STAAR Index 2 - Student Progress in both Reading and Math

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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	through the Lantana Education Foundation.					
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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...

Assessment data both Local & State; Standards Based Curriculum Resources and Assessment Materials; Scope & Sequences/pacing guides; Common Assessments; Agendas and Data from PLC work; Schedules; UbD Units of Study;

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the 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>Curriculum</p> <ul style="list-style-type: none">● Focus on a year’s worth of growth for all students● Teachers desire to continue to grow in their learning and teaching practice through professional development, PLC work and vertical planning● High achievement in assessment results in both local and state data	<p>Curriculum</p> <ul style="list-style-type: none">● Implementation of the Lucy Calkins Units of study in both Reading and Writing K-5● Vertical alignment with core content areas (language arts, math, science and social studies) and using the assessment strategies● Grow in use of online learning portfolios K-5 (ie: Seesaw)

Summary of Needs

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

Plan to invest grant money from Lantana Foundation for professional development for all grades levels including sending teachers to the Teachers College of Columbia Reading and Writing Institute, resources to implement the Reading and Writing units of study K-5, educational leave days for teachers to work together in PLC both as a team and vertically, and resources like Seesaw to implement online learning portfolios. We will continue to work together in learning and implementing best practices and assessment strategies .



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
- Teacher-Student Ratios
- Quantity of New Home Projections
- Age Range of Potential Buyers
- Projected Build Out Complete

Findings/Analysis

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

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

Strengths...	Needs...
97 % attendance rate Teacher / Student ratios currently appropriate Teacher turnover rate low Student mobility rate low Bilingual Teachers currently on Staff Potential Growth in coming years	Will need staff to cover potential growth Racial, gender, and ethnic diversity is low among staff and students. Staff Encourage Absence notes

Summary of Needs

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

- Adkins will need to be prepared for the growth that is evident in the next few years. A current strength is appropriate teacher/student ratios, we would like to continue that. When searching to fill our staffing needs, we will take into consideration all racial, gender, and ethnic options.
- We have made welcome cards to be given to all new buyers in our zone to come register their children ASAP so we can be as prepared as possible ahead of time.
- Teachers will continue to encourage absences notes to help with our attendance rates, and submit attendance during the 9:15 - 9:45 a.m. time frame.



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; visitor sign in system data; attendance rates at school events; PTA membership and activity; feedback from family survey; Watch DOG 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...
Strong parent involvement Watch DOGS program more than doubled since opening Positive feedback from parent survey Aviator News / Flight Focus	Full implementation of SeeSaw to engage and involve parents in day to day activities of 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.)...

Family involvement remains strong, and in order to keep this up we need to stay on course with the mission: Learn. Connect. Serve. Good communication with our families, both personal and through SeeSaw, is the strongest tool we have in engaging our 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...

School Structure; Master Schedule; Duty Rosters; Safety Drill Tests/ School Map; Student Support Services; Communication
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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>Safety- Quick exits, trained leadership, routine drills</p> <p>Connectedness of Staff</p> <p>Servant Leadership</p> <p>Scheduling/ Centrally located place for all documentation of consistent schedules and routines in chart form.</p>	<p>Plan for morning and afternoon duty schedule to include safety procedures. A morning duty that directs visitors to check in and maintains school safety at entrance.</p> <p>Intentional planning for future staff growth</p> <p>As we grow, purposeful planning in leading and guiding new staff members to meet campus expectations.</p> <p>Consistency on PLC days to maintain a calmer, more routine day for students including continuing hallway expectations.</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.)...

Campus Leadership Team will maintain a role in decision-making, leadership, and implementation. The campus School Resource Officer will assist in planning and monitoring all safety procedures, and discuss all future safety plans with campus administration. The Campus Leadership Team will work intentionally to plan for impending growth, and work to create a plan to identify all campus standards for guidance to future staff members and students. Administrators will lead teachers in CHAMPS training to implement a consistent expectation of behavior and transitions standard.



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 Parent Survey; communication from parents, students, 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">● High expectations for learning● Students are treated fairly, we are trusted.● Student led initiatives● Family involvement-open door policy● School leadership● Volunteer numbers● Activities for students that go beyond the curriculum	<ul style="list-style-type: none">● Continue to reach out to all families.● More feedback on students' work.● Continue working on school-wide 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.)...

Keeping parents informed when students are progressing. Have a relationship and open communication with parents to use them as a partner in their child's learning. Continue building on school-wide procedures so students and teachers have a clear understanding of expectations.



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, Years of Experience, Campus Administration

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the 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. All paraprofessionals hold a degree. 2. 100 percent attendance of staff attends family nights such as fine arts night, poetry and steam nights. 3. Staff is seeking professional development and using time in summer for continued growth. 4. Administration forms a committee when need for interviewing new hires. They take into account staff feedback in the hiring process. 5. 37 percent of our teachers are in the 11-20 years of teaching group. This is the highest group. 	<p>As we grow and receive new hires or transfers we will have experienced and driven mentor teachers ready to help in areas needed.</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 have committed, driven and experienced teachers ready to mentor as we grow.



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...

Report Card Data for Guided Reading Levels; STAAR Assessment Data - Math, Reading, Writing, & Science; TELPAS data; ELI K-2nd; Kathy Richardson K-2nd; Adkins Data Dashboard
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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...
Individualization of Student Learning Providing Targeted Intervention Reading Math	Continue to focus on Literacy school wide Need STAAR Data for Science data Enrichment for students in Math and 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.)...

Our school will focus on literacy school-wide by implementing the Lucy Calkins Reading and Writing Units of Study grades K-5. This summer we committed to digging into the curriculum in order to be ready to go on the first day of school by meeting with our teams throughout the summer. As a school, we will continue to send teachers to the Teachers College Reading and Writing Project in New York in order to hone our practice. We will identify students in need of intervention, but at the same time, identify how we can help extend learning for students who are already mastering concepts. Our goal is for each student to grow at least one year in reading and math.



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...

Review of inventory of hardware with Angie Bonilla; review of Software and Apps with Jen McCord and Melisa O'Rear; data from current use of school wide technology products such as SeeSaw

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the 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"> ● Classroom Chromebooks ● Use of current devices by students and staff 	<ul style="list-style-type: none"> ● Additional laptops for checkout ● Research based, effective, and reasonably priced system for progress monitoring (e.g., Lexia) ● Professional development training to maximize use of tools (e.g., SeeSaw, 3 D printer) ● On-going work with students on technology use that is safe

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 we do need to continue to spend funds to purchase hardware to replace and keep current our inventory, the bulk of our funding needs to be put toward the purchase of useful systems and professional development. We will purchase the SeeSaw Teacher package schoolwide, and we must learn to use the system to its fullest potential within the classroom and as an effective communication tool with home.



Summary of Priority Needs

Demographics...

- Adkins will need to be prepared for the growth that is evident in the next few years. A current strength is appropriate teacher/student ratios, we would like to continue that. When searching to fill our staffing needs, we will take into consideration all racial, gender, and ethnic options.
- We have made welcome cards to be given to all new buyers in our zone to come register their children ASAP so we can be as prepared as possible ahead of time.
- Teachers will continue to encourage absences notes to help with our attendance rates, and submit attendance during the 9:15 - 9:45 a.m. time frame.

Student Achievement...

Our school will focus on literacy school-wide by implementing the Lucy Calkins Reading and Writing Units of Study grades K-5. This summer we committed to digging into the curriculum in order to be ready to go on the first day of school by meeting with our teams throughout the summer. As a school, we will continue to send teachers to the Teachers College Reading and Writing Project in New York in order to hone our practice. We will identify students in need of intervention, but at the same time, identify how we can help extend learning for students who are already mastering concepts. Our goal is for each student to grow at least one year in reading and math.

School Culture and Climate...

Keeping parents informed when students are progressing. Have a relationship and open communication with parents to use them as a partner in their child's learning. Continue building on school-wide procedures so students and teachers have a clear understanding of expectations.

Staff Quality, Recruitment and Retention...

As we grow, we will need to continue to build upon the expertise, knowledge and experience of our staff. Rapid growth can lead to a rush to hire, which we will need to carefully avoid in

order to stay strong. High expectations will remain our best asset in recruitment, hiring, and retention of excellent staff.

Curriculum, Instruction, and Assessment...

Assessment data both Local & State; Standards Based Curriculum Resources and Assessment Materials; Scope & Sequences/pacing guides; Common Assessments; Agendas and Data from PLC work; Schedules; UbD Units of Study; Lucy Calkins Reading and Writing

Family and Community Involvement...

Family involvement remains strong, and in order to keep this up we need to stay on course with the mission: Learn. Connect. Serve. Good communication with our families, both personal and through SeeSaw, is the strongest tool we have in engaging our community members.

School Context and Organization...

Campus Leadership Team will maintain a role in decision-making, leadership, and implementation. The campus School Resource Officer will assist in planning and monitoring all safety procedures, and discuss all future safety plans with campus administration. The Campus Leadership Team will work intentionally to plan for impending growth, and work to create a plan to identify all campus standards for guidance to future staff members and students. Administrators will lead teachers in CHAMPS training to implement a consistent expectation of behavior and transitions standard.

Technology...

While we do need to continue to spend funds to purchase hardware to replace and keep current our inventory, the bulk of our funding needs to be put toward the purchase of useful systems and professional development. We will purchase the SeeSaw Teacher package schoolwide, and we must learn to use the system to its fullest potential within the classroom and as an effective communication tool with home.

Dorothy P. Adkins Elementary School 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
Campus-Based Nonteaching Professional	Erin Vennell
Campus-Based Para or Operations Staff Rep	Kimberly Roban
District-Level Professional	Courtney Martin
Parent Rep	Heidi Garrett
Parent Rep	Rachael Barresi
Community Rep	
Community Rep	Deputy Kady Wilkinson
Business Rep	Sunny Darden
Business Rep	

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

Date	Time	Location
9/18/17	3:10 p.m.	Adkins Library
12/4/17	3:10 p.m.	Adkins Library
2/12/18	3:10 p.m.	Adkins Library
5/7/18	3:10 p.m.	Adkins Library

Blanton Elementary School



Campus Improvement Plan 2017-18

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 - 3: Internal Processes
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- 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 – 1st Grades - Kathy Richardson Assessment - 95% students ending year "Ready," with 5% or fewer ending at "At Risk"
- 2nd – 5th Grades – Imagine Math Benchmark – 100% of students increasing by one or more performance levels from beginning of year assessment to end of year assessment
- 3rd - 5th Grades - 10% increase in STAAR Index 2 - Student Progress in both Reading and Math

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	Data driven small group instruction, data collection	November- March-
Vertical Teams to address school-wide instructional practices	Staff and Administration	Lantana funds; campus funds		Vertical Team Meeting agendas, changes in instructional practices, school-wide systematic approach to instruction; walkthroughs	STAAR, ELI, Kathy Richardson, Istation benchmarks, Formative assessments	November- March-
Utilize progress monitoring of all students through Istation benchmarks for reading and Imagine Math for math as well as report card assessments.	Staff and Administration	Lantana funds; campus funds		Progress monitoring data	Istation and Imagine Learning benchmarks; report card assessments	November- March-
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	Student growth as identified on individual goal setting data, lesson planning documentation, intervention and acceleration plans, Istation benchmarks, Imagine Learning benchmarks, STAAR, ELI, Kathy Richardson	November- March-
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- March--
Utilize ½ time K-2 and 3-5 Reading Specialists to support reading.	Interventionist;	SCE \$90,000 FTE 1.5		Reading Intervention groups	Formative assessments, STAAR, Istation	November-

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 – 1st Grades - Kathy Richardson Assessment - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk”
- 2nd – 5th Grades – Imagine Math Benchmark – 100% of students increasing by one or more performance levels from beginning of year assessment to end of year assessment
- 3rd - 5th Grades - 10% increase in STAAR Index 2 - Student Progress in both Reading and Math

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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	Reading Recover				benchmarks, ELI, SRI	March-
Utilize ½ time 3-5 Math Specialist to support math.	Intervent onist	SCE \$30,000 FTE 0.5		Math Intervention groups	Formative assessments, STAAR, Imagine Learning benchmarks	November- March-
Increase technology integration through the utilization of Chromebooks and Ipads in the classroom.	Administr ation; Instructio nal Technolog ist	Lantana funds		Increase in authentic use of technology at the point of learning	Formative assessment, STAAR, ELI, Istation, Kathy Richardson, Imagine Learning scores	November- March-
Book study of math teachers using Math in Practice: A Guide For Teachers by O’Connell	Math interventi onist, math teachers			Implementation of math strategies	Imagine Learning and Kathy Richardson benchmarks, report card assessment scores, Math STAAR	November- March-

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-March-
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-March-
Online portfolio (Fresh Grade) to communicate student learning with students and parents	Staff, students, administrators			Fresh Grade usage data	Improved community survey results reporting an increase in academic communication	November-March-
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-March-
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-March-
PALS Program to foster relationships among students in need	Counselor			Mentor roster; plans for PALS sessions	Improved attendance and social skills	November-March-
Pilot for SEL screener and curriculum	Counselor ; Administration	Lantana funds; campus funds		Behavioral screener data	Growth in 8 essential social skills	November-March-
Utilize PTA and Watch DOGS to increase parental involvement and volunteer programs	PTA, Staff, administration			Volunteer hours	Volunteer hours	November-

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
	tion and volunteers					March-
Utilize Career Day to allow student exploration of various careers without bias	Counselor , community volunteers			Career Day schedule	Student survey	November- March-
Schedule events for students to showcase their learning	Teachers			Calendar of special events	Improved community survey results reporting an increase in participation	November- March-
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- March-
Community involvement in campus activities/programs	All Staff			Veteran's Day, Counselor Book Study	Improved community survey results reporting an increase in participation	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...

UbD Units of Study, Standards-Based Curriculum Resources and Assessments, assessment data, schedules
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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...
Data driven campus with interventions implemented in the classroom for all tiers (1, 2, and 3) High achievement in state and local assessments Parents and staff report high levels of satisfaction with high learning standards for all students	Grow in our understanding and implementation of best practices for all students, including interventions and enrichment Vertical teaming to ensure reduction of learning gaps between the grade levels Grow in our PLC process including campus specialists in the 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.)...

Professional development and PLC work funded through the Lantana Foundation funds; Continue implementation and understanding of UbD units with Curriculum support; Utilize the Assessment for Learning team to gain an understanding of assessment strategies and our implementation of them in all classrooms.



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	

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 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 rates of volunteers for family and community Communication between school and home has improved</p>	<p>Restructure some volunteer programs to be more inclusive and involved with student learning (Watch DOGS, parent volunteers) Reach out to area partners Continue to improve communication between home and school</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>Work with PTA to be more inclusive of volunteers in the classroom Communication between home and school specifically addressed at campus and classroom level</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; 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...
Highly qualified staff trained in multiple strategies PLCs within the school day High satisfaction reported by staff	Master schedule adjustment Improve CLT 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.)...

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...
<p>Student recognition through Noble Knights and STAR Shields</p> <p>High levels of enthusiasm among staff and students</p> <p>Staff involvement with campus decisions (interviews, big picture decisions, Rtl process, etc.)</p> <p>High level of trust between leadership and staff</p>	<p>Increase family involvement</p> <p>Survey for students to get their perceptions of school culture</p> <p>School implementation of a campus-wide discipline 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.)...

<p>Continue working on building trust between leadership and staff through PLCs, CLT and staff meetings</p> <p>Professional development in the STOIC model including expectations in common areas</p> <p>Communication between staff, students and parents about student progress including an online portfolio</p> <p>Utilize Lantana Foundation funds to begin Creation Commons for student exploration</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, STAAR; T-TESS Goal setting for 2016-17; 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

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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-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...
Identification of student strengths and needs are identified; interventions are closing gaps	Utilize interventionists and special programming staff to provide intervention/enrichment support for classroom teachers and students Materials for intervention/enrichment 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...
Ratio of technology to students Student use of equipment and applications	An online portfolio for students Resources for a centralized Makerspace

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 utilize Lantana Foundation funds to purchase an online portfolio system for students
 We will utilize Lantana Foundation funds to purchase materials for a centralized Creation Commons to generate student exploration (formerly called Makerspace)



Summary of Priority Needs

Demographics...

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 in the STOIC model including expectations in common areas
Communication between staff, students and parents about student progress including an online portfolio
Utilize Lantana Foundation funds to begin Creation Commons for student exploration

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;
Utilize the Assessment for Learning team to gain an understanding of assessment strategies and our implementation of them in all classrooms.

Family and Community Involvement...

Work with PTA to be more inclusive of volunteers in the classroom
Communication between home and school specifically addressed at campus and classroom level

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
We will utilize Lantana Foundation funds to purchase materials for a centralized Creation Commons
to generate student exploration (formerly called Makerspace)

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Melissa McDonald
Teacher	Lindsay Shoemake
Teacher	Tamarra Thiessen
Teacher	Jennifer Patrick
Teacher	Kari Hawkins
Teacher	Tracey Brent
Teacher	Thea Turner
Teacher	Emily Valenta
Teacher	Lynette Jones
Campus-Based Nonteaching Professional	Stacey Gow
Campus-Based Para or Operations Staff Rep	Lindsay Smith
District-Level Professional	Karen Spalding
Parent Rep	Julie Gossett
Parent Rep	Brad Gossett
Business Rep	Ed Nejeschleba

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

Date	Time	Location
September 7, 2017	3:20	PLC Room
October 5, 2017	3:20	PLC Room
February 1, 2018	3:20	PLC Room
April 5, 2018	3:20	PLC Room
May 10, 2018	3:20	PLC Room

E. P. Rayzor Elementary School



Campus Improvement Plan 2017-18

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- 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.

Balance: We will concentrate on maintaining a balance in our lives (emotionally, socially, spiritually, physically and mentally) to ensure positive results.

Teamwork: We will work collaboratively, balancing our contributions, to ensure the success of our common goals.

WIG 1: Improve Tier 1 instruction in order to ensure the academic growth all students and increase the number of students that meet expectation to 85% and master the standards to 58% on the STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Using the Assessment/Learning Planning Cycle continue PLC's once a week to add additional time for data review and team collaboration.	Staff and Administration Lantana funds and Campus Funds			PCL meeting agendas, data review of common assessments	Data driven small group instruction, data collection	
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 Specialists to support reading	Interventionist Reading Recovery			Reading Intervention groups	Common Assessments, STAAR and I-Station benchmarks, ELI	

WIG 1: Improve Tier 1 instruction in order to ensure the academic growth all students and increase the number of students that meet expectation to 85% and master the standards to 58% on the STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	staff SCE \$90,000 FTE 1.5					
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	
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	
Increase staff knowledge of the Seven Strategies of Assessment for Learning with Jan Chappuis focusing on Feedback.	Assessment Literacy Team Lantana and Campus Funds			Staff Development Agenda	Increased use of strategies as evidenced in classroom walk-throughs	

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.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of an online portfolio (FreshGrade) to communicate student learning with parents and students	Staff Students and Admin			FreshGrade Usage data	Improved community survey results reporting an increase of academic communication	
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	
100% of students meeting their Speeding To Reading goal.	All Staff Lantana Funds PTA Funds			Speeding to Read Logs	STAAR reading, ELI, SRI, I-station benchmarks, and Common Assessment scores	
Utilize student performance and curriculum nights for PTA meetings to increase parental involvement.	PTA Staff Admin and Watchdog Volunteer			Volunteer hours	Volunteer hours	
Implementation of the “The 7 Habits of Happy Kids”.	Counselor Staff and Admin			Counseling visits with classrooms	Decreased office referrals resulting in increased Tier I instructional time	
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,

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the 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 TTM and I-station to monitor student learning	Campus wide common vocabulary
Utilization of the lesson planning cycle	Identification of criteria of at-risk students in reading and math at each grade level
Continued learning through literacy cadres and literacy leaders	Alignment of Spelling K-5
Assessment for Learning Staff Development	Expanding Lucy Caulkins for Writing in grade 1-2
Student's Strength Curriculum	Lucy Caulkins for Reading in Kinder
	Training for Freshgrade
	Primary Numeracy

Summary of Needs

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

Lucy Caulkins for Writing in grade 1-2, Lucy Caulkins for Reading in Kinder, Training for Freshgrade, Primary Numeracy
--



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...

ESchool Plus, AEIS reports, Classroom data, at-risk 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...
Affluent Population	Raise awareness of diversity
Low Mobility	

Summary of Needs

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

Raise awareness of diversity



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, Parent Volunteer Information, PTA
--

Findings/Analysis

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

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

Strengths...	Needs...
---------------------	-----------------

Parent Communication - Twitter, Facebook, Principal's Press	PTA meeting attendance
Multiple events that involve families and the community	Community involvement
WatchDogs	Communication with parents about academic expectations
Highly involved parents	
Active volunteers	

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 parents about academic expectations, Community involvement, PTA meeting attendance



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, Decision Making Processes, School 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...
Assessment for learning team	More community involvement in decisions
Team Captains	Vertical PLC's, extending K-2 verticals
Systems in place	Better structured 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.)...

More community involvement in decisions, Vertical PLC's



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...

Feedback data, Parent Conferences, PTA board, 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...
Cohesive teams	More staff input on staff development
Social Committee	STEAM room
Support from administration	
Strengths 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.)...

STEAM room, more staff input on staff development



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, Professional Development Data, Staff mobility/stability

Findings/Analysis

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

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

Learning from one another through classroom visits
--



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...

Previous STAAR tests, Data Binders, Common Assessments, Report Card Assessments, Kathy Richardson, ELL, I-Station data, Think Through 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...
Ranking of 76 in North Texas	Growth in all students
Ranking of 179 in the state	Focusing on moving students from “meets” to “masters”
Positive trend lines for most students on I-Station	Students taking ownership of their learning
Increase of score on TTM benchmarks	New tools for Primary grades to assess growth
89% of 5th grade students proficient or advanced on Reading Inventory	Researching conferences that are compatible with the Assessment for Learning 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.)...

Growth in all students, Focusing on moving students from “meets” to “masters”, Students taking ownership of their learning, Tools for assessing growth, staff development by attending conferences
--



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...

Resource allocations, 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...
Number of Chromebooks, I-pads and I-pad minis in classrooms	Move towards 1:1
Instructional technology personnel	Implementation of resources
Technology trainings	System for loading and removing I-pad apps
	Interactive Projectors

Summary of Needs

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

Move towards 1:1, Better implementation of resources
--



Summary of Priority Needs

Demographics...

Raise awareness of diversity

Student Achievement...

Growth in all students, Focusing on moving students from “meets” to “masters”, Students taking ownership of their learning, Tools for assessing growth, staff development by attending conferences

School Culture and Climate...

STEAM room, more staff input on staff development

Staff Quality, Recruitment and Retention...

Learning from one another through classroom visits

Curriculum, Instruction, and Assessment...

Lucy Caulkins for Writing in grade 1-2, Lucy Caulkins for Reading in Kinder, Training for Freshgrade, Primary Numeracy

Family and Community Involvement...

Communication with parents about academic expectations, Community involvement, PTA meeting attendance

School Context and Organization...

More community involvement in decisions, Vertical PLC's

Technology...

Move towards 1:1, Better implementation of resources

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Renee Clark
Teacher	Aleisha Moore
Teacher	Jill Mitchell
Teacher	Stephanie Wilson
Teacher	Leslie Seavey
Teacher	Jennifer Johann
Teacher	Lisa Hanley
Campus-Based Nonteaching Professional	Mechelle Mays
Campus-Based Para or Operations Staff Rep	Michelle Payne
District-Level Professional	
Parent Rep	Jennifer Clark
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
October 5, 2017	3:15 - 4:30	EP Rayzor Conference Room
December 7, 2017	3:15 - 4:30	EP Rayzor Conference Room
February 1, 2018	3:15 - 4:30	EP Rayzor Conference Room
April 5, 2018	3:15 - 4:30	EP Rayzor Conference Room
May 3, 2018	3:15 - 4:30	EP Rayzor Conference Room

Hawk Elementary School



Campus Improvement Plan 2017-18

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- 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 create 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
- Is willing to constantly engage in professional conversations
- Discusses our curriculum in vertical teams
- Demonstrates a personal commitment to the
- Celebrates the successes of our students and teachers
- Willing to reflect and adapt our instructional practices based on our continued learning.
- Be an innovative school that 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 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 maintain a positive attitude.
- We will engage in professional, open, and honest communication that is built on a foundation of trust.
- We will implement our pyramid of intervention that will promote student success.
- We will constantly seek to grow and develop as professionals.
- We will evaluate each assessment for mastery with a rubric agreed upon by the grade level team that corresponds with the grade level standards based report card.
- We will model risk taking to promote a growth mindset

WIG 1: By May, 2018 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 – 1st Grades - Kathy Richardson Assessment - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk”
- 3rd - 5th Grades - 10% increase in STAAR Index 1 - Students achieving “Meets” and “Masters” level

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	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)	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 and meet monthly to discuss essential learnings and student growth	Grade level teachers Math Int Read Int Admins			Vertical Content targets, school calendar, staff development, learning walks, Vertical Team slides	Alignment of learning targets, content assessments, lesson plans,	November March
Online portfolio	Classroom teachers, Admins			Vertical Content agendas, strong/weak samples of student work, Google Classroom streams, staff development, Flipgrid streams, DoJo streams	Google Classroom, on-line portfolio,	November March
Common vertical team folders in Google that will document progress toward content goals.	Admins			Google folder for staff to access	Alignment of goals, products /lessons, Alignment of vocabulary	November March
Implementation of Lucy Calkins Units of Study in Reading and Writing.	Classroom teachers Read Int Admins Curr Dept Coord			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
Facilitator will present learning targets ,artifacts of student work for alignment,	Teachers Teachers			Vertical content agendas & learning targets, school	Evidence of integrate lessons K-5 across content,	November

WIG 1: By May, 2018 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 – 1st Grades - Kathy Richardson Assessment - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk”
- 3rd - 5th Grades - 10% increase in STAAR Index 1 - Students achieving “Meets” and “Masters” level

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
communicate specific goals for each session at the vertical team meeting, and guide the group towards making progress toward co-created content goal	Math Int Read Int Admins			calendar, learning walks	improved progress measure	March
Assessment planning on Huddle days.	Teachers Admins			PLC meeting minutes and agendas, staff development, learning walks, lesson plans, AWARE	Lesson plans, student growth on SBRC assessments, ELI, common assessment growth, STAAR progress measure	November March
All K-2 teachers will provide guided reading to all students with a sense of urgency to exit all children on level and achieve one year of progress by May, 2018	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
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 reading interventionist for all 3rd - 5th grade at-risk students.	Math Int Read Int	SCE: \$60,000 FTEs: 1.0		Minutes from SOC meeting each six weeks, RtI spreadsheet for Reading, Math, Writing, Science	Student progress towards learning target, STAAR level II scores and progress measure	November 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	Improved student work samples based in Google Classroom, STAAR passing rates and progress measure	November March

WIG 1: By May, 2018 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 – 1st Grades - Kathy Richardson Assessment - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk”
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Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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				meetings		
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			Student work samples with feedback shared at staff/vertical meetings, PLC meetings	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			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.	Admins			Calendar, learning walk feedback forms	Student growth in essential learning as indicated on SBRC, improved progress measure on STAAR, increased T-TESS dimensions	November March
Teachers will provide feedback questions each grading period for Admin learning walks to collect data on student growth	Teachers Admins Specialists			Google learning walk document, PLC meeting minutes and agenda	Content alignment of learning targets, increased T-TESS dimensions	November March
All grade levels will host “curriculum nights” as appropriate throughout the school year to inform parents on how concepts may be taught and the use of Google, Flipgrid, Dojo for online portfolio	Teachers Math Int Read Int			Agenda/slide shows for curriculum nights, Dates provided to campus administration	Parent support for instructional practices that seem new/different	November March
Teachers will meet once weekly in PLC to discuss essential learnings, student progress towards such learning and students of concern.	Teachers Math Int Read Int Admins Specialists			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 1: By May, 2018 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 – 1st Grades - Kathy Richardson Assessment - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk”
- 3rd - 5th Grades - 10% increase in STAAR Index 1 - Students achieving “Meets” and “Masters” level

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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WIG 2: By May of 2018, the staff and students of Hawk Elementary will develop and utilize their strengths to deepen their understanding of themselves as learners.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize Gallup Strength Finders for any new staff members	Admins Learning 2gether			Strengths report summary, Celebration meeting agenda, school calendar	Staff development, PLC meeting minutes/agenda,	November March
StrengthsFinder foundation program 4th grade and new students to 5th.	Learning 2gether 4th/5th teachers Admins			Staff development, weekly lessons, online student portfolio	Increased student awareness of strengths and how to use them, Guidance lessons	November March
Dedicated weekly 30 minute block	4th Grade Teachers			Lesson plans, foundations program	Increased student awareness of strengths and how to use them, Guidance lessons, PLC meeting minutes/agenda	November March
Guidance lessons with strengths focus	Counselor			Weekly guidance lessons focusing on the 10 identified strengths from foundations program	Increased positive contact with families, increased 'S.T.A.R' awards, decreased office referrals	November March
Application of strengths lessons through implementation within content, student recognition, and real life situations	Teachers Admin Counselor			S.T.A.R. students, lesson plans, Dojo, artifacts from classrooms	Increased awareness of strengths in academic and social situations, decrease office referrals,	November March
Students and staff will be trained in prevention of bullying and expected intervention through the Hawk "Bully Buster" program	Counselor			Staff meeting presentations, guidance lesson presentations, friendship and lunch groups	Minimal number of bully buster reports and/or reports from parents regarding bullying behaviors	November March
Students will receive lessons throughout the year on the importance of physical activity, nutrition choices, and overall healthy lifestyle choices.	Nurse PE Teachers			Lessons provided to students by both PE teachers and school nurse related to overall healthy lifestyle choices	Improved attendance rates	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...

UbD Units of Study
District Transfer Tasks
District Rubrics
Student created rubrics

DISD Curriculum Coordinators
Feedback from Hawk 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...
UbD Units... provide quality lessons that are aligned to the TEKS and has the end assessments/tasks in mind	Differentiation ideas for high-achievers built in to UbD units
Clearly defined targets lead to more buy-in and better performance	Co-created student-friendly rubrics
Intentional instruction, focused on the TEKS, and based on data/needs of students	Way to monitor a year’s growth when each assessment assesses different skills (especially in 3rd grade math with no previous STAAR data)
Student engagement with the workshop model, hands-on lessons, and creation of safe problem solving environments	
Scaffolding tasks, formative assessments (teacher observations, exit slips, etc.) along the way and prior to the assessment give a clear picture of student achievement	
Assessments show deep understanding of skills and are aligned to the TEKS	

Summary of Needs

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

Differentiation ideas for high-achievers built in to UbD units. Creating more student friendly rubrics to create clarity for students' next steps. Ways to monitor a year's growth when each assessment assesses different skills, specifically with grade levels that do not have STAAR 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...

Data Dashboard
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...
Consistent enrollment over the last 4 years	Gender diversity in staff
Special programs offered to meet student needs	Increased at risk students for new students to Hawk
	Reading/Math intervention for Economically Disadvantaged 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.)...

The staff demographics need to reflect more diversity of ethnicity and gender. New to Hawk students need to be assessed and identified at risk need to ensure gap filling supports are provided for progress.



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...

<p>Strengths...</p> <p>Students and families who are struggling are offered resources per their or teacher request. These resources offer free and reduced cost counseling for families and individuals.</p>	<p>Needs...</p> <p>Many families are not aware of the supports and resources that are available for them.</p>
<p>Learning materials and jackets are provided by school initiated programs for students who otherwise would not have these items.</p>	<p>Teachers may be unsure about the school counselor's role and responsibilities.</p>
<p>At school guidance lessons are delivered to help students learn how to better communicate and cope with stressors.</p>	<p>Increased participation of Watch DOG involvement</p>
<p>Small groups and individual counseling sessions are available for students who present with a need for services at school.</p>	<p>More opportunity for non parent community members to be in the school</p>
<p>The counselor meets with students, parents, and teachers to offer guidance or provide resources as requested by parents or teachers.</p>	
<p>Parents are involved in helping with MavFest, Books Fairs, Fun Run</p>	
<p>We offer Family STEM night, Cyber Panel Discussion, PTA meetings and programs, Watch Dog Program, Parent Chaperoned Field Trips, Running Club, Science Club, Curriculum Nights</p>	
<p>We have community and parent representatives on our CLT committee</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.)...

Hawk has a plethora 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. Increased involvement of the Watch DOG program would provide additional role models for 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...

School Structure
Decision-Making Process (CTL)
Master Schedule (built in intervention time)
Leadership (team leaders and admin.)
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...
Open door policy of administration	Being strategic with intervention times for students who struggle in more than one content area
Campus uses Workshop Model for LA and Math which allows for small group/individualized instruction	Intentional planning and intervention for students who need enrichment
Huddles/PLC - dedicated time each week to address needs of students and to align assessment standards with grade level	Effective use of all staff for intervention
Interventionist who pull struggling students and give small one on one or small group support	
Vertical Team Meetings - dedicated time each month to meet vertically with all grades to align content and vocabulary so that the needs of all students are met from Kindergarten all the way through 5th Grade. This time also allows us to address HOT TEKS and scaffold tasks vertically up through the grade levels.	
Intervention time - dedicated time each day to meet with struggling students and focus on closing the learning gap with them.	
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.)...

Due to fact that we have so many committees on this campus, such as CLT, Team Leaders, Vertical Teams, PLC Teams, etc., disseminating information consistently so everyone receives it. Ensuring that all personnel (teachers, admin, paras, etc.) receive all information from each committee and that it is share consistently can be an issue.



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 Questionnaires
Staff Surveys
Feedback Data
Focus Groups
Informal discussions
Parent Conferences/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...
<p>Students felt our school was strong in:</p> <ul style="list-style-type: none"> ● teamwork ● being friendly and helpful ● being kind toward others ● caring ● accepting of others ● a fun place to be <p>The overall safety perceived by students at Hawk was:</p> <ul style="list-style-type: none"> ● 11.1% 5 (safest) ● 41.6% 4 ● 27.7% 3 ● 13.8% 2 ● 5.5% 1 (not safe) <p>Staff felt our school was strong in:</p> <ul style="list-style-type: none"> ● being supportive ● friendliness ● Positivity ● inviting ● data driven 	<p>Clarity with upper grades about their perception of the climate of the school.</p>
<p>Teachers have high expectations for students at Hawk</p>	<p>Teachers need to be encouraged to be involved in the community</p>
<p>Students feel their teachers and parents believe they will be successful</p>	

Teachers feel Hawk provides an atmosphere where every student is successful	
Students feel academically successful at Hawk	
Teachers feel supported by the administration	

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 counselor will need to meet with upper grades consistently to address safety concerns and where/when to receive support. Teachers/Staff Members becoming more involved in community activities. Identifying and encouraging staff members to become involved in community activities.



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
- 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...

Applitrack
Staff list compared to 2016-2017
PLC Agendas
Learning walk data

Student of Concern data
Staff Surveys
District Staff Engagement 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 mobility rate	Vertical content meetings to deepen consistency on campus
All staff members are Highly Qualified	Connecting with staff on campus and across Guyer Zone
Staff attends professional development frequently for continued growth	
Multiple staff members are curriculum writers or report assessment committee members for the district	
TTESS reflection 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.)...

Provide consistent opportunities for staff to vertically align and integrate content K-5. Continue fostering time to collaborate with one another throughout the year. Provide opportunities to collaborate with other campuses in the Guyer Zone.



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
STAAR data
Kathy Richardson
Report Card Assessments
Scholastic Reading Inventory

DRA/IRI
AEIS
Common Assessments
iStation
Imagine Learning (formerly TTM)

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the 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	Ensuring all students achieve one year of growth
Impact of Interventionists and Specialists	Additional collaboration on implementation of Lucy Calkins Units of Study
Consistent use of assessment tools to determine instructional level of students	Interventions for enrichment groups
Extensive formative and summative assessments to determine mastery	Closing academic gaps for economically disadvantaged subpopulation
Use of strong and weak samples to create clarity of understanding	Integrated Science, Technology, Engineering, & Mathematics process
Creating criteria to determine attributes of a strong product	
Providing specific, timely effective Feedback for 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.)...

Ensuring all students achieve one year of growth specifically in Reading and Math. Supports for the implementation of Units of Study in Reading and Writing. Interventions for enrichment groups.

Closing academic gaps for economically disadvantaged subpopulation. Integrated Science, Technology, Engineering, & Mathematics process.



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...

Google Survey
Computer Lab 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...
Staff members are becoming more confident	Newer computers with touch screens; students struggle to use the mouse, too slow
Technology is being used more in the classroom	Projectors; non-working bulbs
Technology is being used across the curriculum	Limited training and follow-up
	Working computers/projectors
	Not enough computers
	Budget to buy APPS
	Poor wifi
	Advanced technology for daily use, such as an interactive projector
	New headsets in the lab

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 consistent opportunities for staff training in technology. Staff members would like newer/ more updated technology for everyday use and better wifi connection. Determine next steps to getting the projectors repaired, or replacing with new ones. Staff would like a budget to purchase APPs for iPads.



Summary of Priority Needs

Demographics...

- The staff demographics need to reflect more diversity of ethnicity and gender.
- New to Hawk students need identified at risk need gap filling supports to ensure expected rate of progress.

Student Achievement...

- Ensuring all students achieve one year of growth in Reading and Math.
- Supports for implementation of Lucy Calkins Units of Study in Reading and Writing.
- Interventions for enrichment groups to reflect "Masters" level on STAAR.
- Closing academic gaps for economically disadvantaged subpopulation.
- Integrated Science, Technology, Engineering, & Mathematics process

School Culture and Climate...

- Clarity with upper grades about their perception of the climate of the school.
- Teachers need to be encouraged to be involved in the community
- Teachers need opportunities to form productive and close relationships at school.

Staff Quality, Recruitment and Retention...

- Provide additional opportunities for staff to vertically align and integrate content K-5.
- Continue fostering time for staff to collaborate and learn from one another.
- Collaboration with campuses in Guyer Zone

Curriculum, Instruction, and Assessment...

- Differentiation ideas for high-achievers built in to UbD units.
- Creating more student friendly rubrics to create clarity for students' next steps.

- Ways to monitor a year's growth when each assessment assesses different skills, specifically with grade levels that do not have STAAR data.

Family and Community Involvement...

- Communicating the supports and resources available to families..
- Ensuring staff and community have understanding of the school counselor's role and responsibilities
- Increased participation of Watch DOG from families
- More opportunity for non parent community members to be in the school

School Context and Organization...

- Being strategic with intervention times for students who struggle in more than one content area
- Intentional planning and intervention for students who need enrichment
- Utilizing all staff personnel for daily intervention to support students to ensure growth.

Technology...

- Consistent training opportunities on new programs and apps.
- The staff needs additional time to explore applications and options that are available for student use to ensure staff proficiency.
- Projectors in classrooms need to be replaced.

Campus Leadership Team (CLT)

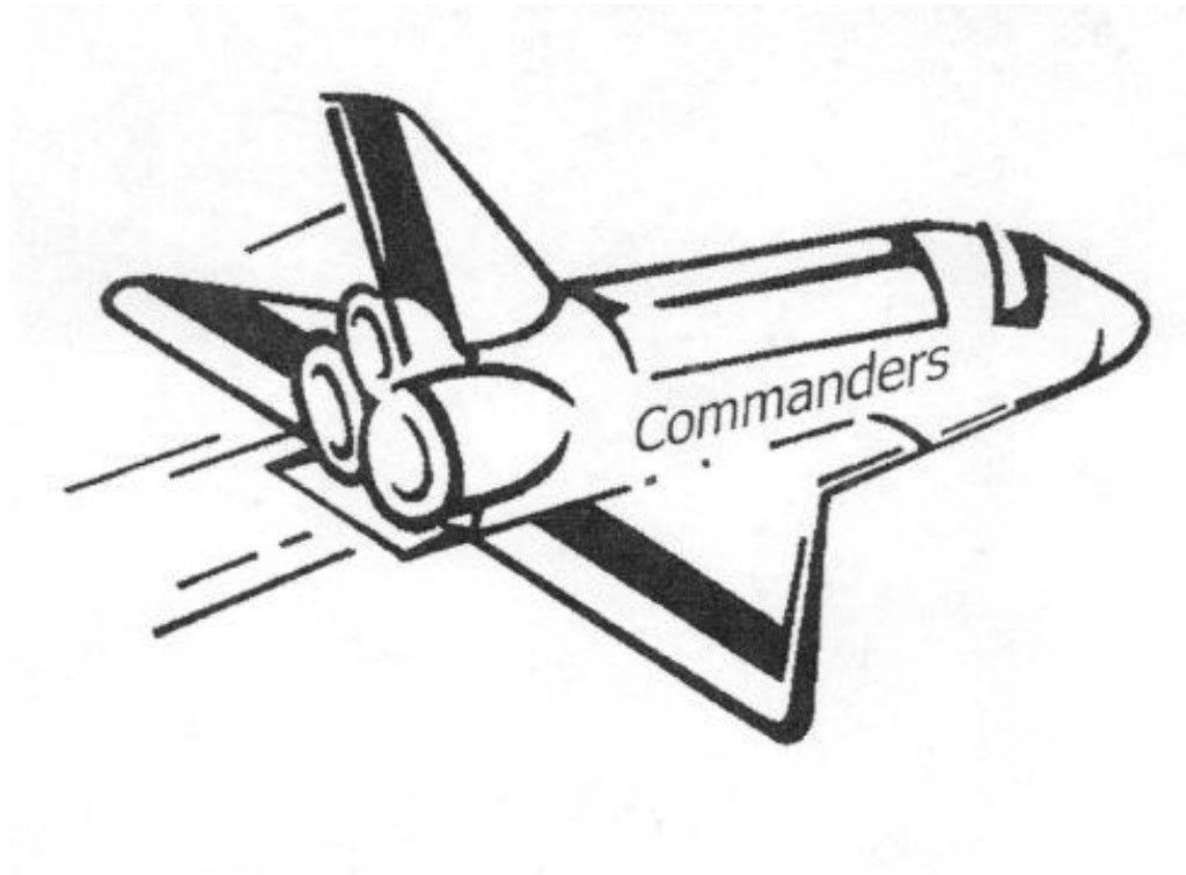
CLT Members

Role	Name
Teacher	Billie Stone
Teacher	Ginny Lent
Teacher	Tracy Rickert
Teacher	Tracy Prickett
Teacher	Tara Reed
Teacher	Ashley Hankins
Teacher	Kristen Thornton, Alicia Reimers,
Campus-Based Nonteaching Professional	Carolyn Taylor
Campus-Based Para or Operations Staff Rep	Melanie Holt
District-Level Professional	Karen Spalding
Parent Rep	Dayna Gourgourakis
Parent Rep	Melissa Beago
Community Rep	Skip Beard
Community Rep	
Business Rep	Giuseppe Brownell
Business Rep	

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

Date	Time	Location
9/5/2017	3:10pm	Library
11/7/2017	3:10pm	Library
2/6/2018	3:10pm	Library
3/6/2018	3:10pm	Library
4/10/2018	3:10pm	Library
5/1/2018	3:10pm	Library

McNair Elementary



Campus Improvement Plan 2017-18

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- 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 and intervention, and ensuring that our learning targets are directly linked to all activities and assessments. This will be evidenced by all students making 1-year progress in math and reading by May 2018.

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. X Addresses missed system safeguard	Teachers Read Int Math Int Admins	T1: \$4,820	1 2 3 4 10	Lesson plans Walk-throughs TTESS	Formative assessment data ELI/Kathy Richardson STAAR Student work samples Report card assessments	
Teachers will work with their team and coaches to effectively create and utilize pre-assessments and formative assessments to ensure the students are receiving appropriate interventions.	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/Kathy Richardson 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: \$30,000 FTEs: 0.5 T1: \$32,000 FTE: 0.5 SCE: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 0.5	3 4 7 8 9 10	Meetings with interventionists Walk-throughs Observations Student data Student work	STAAR, ELI, IRI, and DRA scores	

WIG 1: McNair Elementary will improve tiered instruction through implementation of workshop model, assessment literacy strategies, progress monitoring and intervention, and ensuring that our learning targets are directly linked to all activities and assessments. This will be evidenced by all students making 1-year progress in math and reading by May 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
PLCs will meet every other week to analyze data, create common assessments, discuss assessment for learning strategies and plan for intervention and enrichment lessons. X Addresses missed system safeguard	Admin Coaches Teachers		2 3 4 5 8 9 10	Artifacts from PLC Common assessments RtI minutes AFL walk-throughs	Student data	
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	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 \$9,401	2 3 4 5 9 10	Walk-throughs Lesson plans Student data Seesaw TTESS observations	Student work Student data from common assessments STAAR ELI KR 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. X Addresses missed system safeguard	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 KR 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. X Addresses missed system safeguard	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	

WIG 1: McNair Elementary will improve tiered instruction through implementation of workshop model, assessment literacy strategies, progress monitoring and intervention, and ensuring that our learning targets are directly linked to all activities and assessments. This will be evidenced by all students making 1-year progress in math and reading by May 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	Ti10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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 Google Docs	Student work Projects Student creations Demonstrations	
Provide a variety of parent involvement opportunities and activities	Admin Teachers	T1 \$1,309	6	Curriculum nights Family night Strategies night	Increased overall parental involvement	
MTSS systems, processes and procedures will be streamlined 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 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.	



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	Examine vertical alignment in all subject areas
Partnerships with outside resources for curriculum enrichment	Increase differentiation strategies further
5 Distinction Designations	Increase use of science lab for investigations
Interventions with interventionists/specialists are effective and data driven	Continue to close the gap with our SPED students
	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.)...

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 Provide MTSS training with review of processes and procedures to ensure streamlined system of intervening with students 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

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the 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 enrollment has continued to increase	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
Faculty collaboration to address the academic, social and behavioral needs of all students on campus	On-going professional development in working with students and families in poverty.

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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.



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	

Findings/Analysis

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

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

emerge in the 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	More bilingual communication
Community partnerships	More positive male role models are needed
Extracurricular 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.
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	Roll out MTSS to provide a strategic, easy to follow process that is streamlined across the campus
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

Summary of Needs

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

Rolling out new MTSS process to ensure that all staff member are aware of the correct way to document and intervene with all students is vital.
Alignment of PLC expectations and practices so that all grade-levels are able to work collaboratively to identify areas of needs with their students and address these needs.



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	
Connections with local universities	
Parent/school opportunities for connection	
Extracurricular options for 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'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
Rtl 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 additional 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...

State 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...
5 Distinction Designations earned - Reading, Math, Science, Closing the Performance Gap and Postsecondary Readiness	Consistency in data collection
Met standard in all indices	Focused PLC times to look at data and plan assessments
Math 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
iPad and Chrome pilots	

Findings/Analysis

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

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the 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	Use of Seesaw campus-wide as a student portfolio
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



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.

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

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 additional support and training for working with at-risk population

Curriculum, Instruction, and Assessment...

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
Provide MTSS training with review of processes and procedures to ensure streamlined system of intervening with students
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.

Better timely communication with parents and more options of bilingual communication

Expanding mentoring program to provide more male role models

School Context and Organization...

Rolling out new MTSS process to ensure that all staff member are aware of the correct way to document and intervene with all students is vital.

Alignment of PLC expectations and practices so that all grade-levels are able to work collaboratively to identify areas of needs with their students and address these needs.

Technology...

Financial resources to help purchase additional technology and attend professional conferences and training

McNair Campus Leadership Team (CLT) 2017-2018

CLT Members

Role	Name
Principal	Lacey Hailey
Assistant Principal	Martha Velez
Teacher	Bill Wainscott
Teacher	Amanda Tefertiller
Teacher	Melissa Larabee
Teacher	Shannon Koch
Teacher	Niccole Sefcik
Teacher	Jodi Dallas
Campus-Based Nonteaching Professional	Michelle Heidrich
Campus-Based Para or Operations Staff Rep	Caitlynn Thomasson
District-Level Professional	Dwight Goodwin
Parent Rep	
Parent Rep	Lindsey Davidson
Community Rep	Serena Eckert
Business Rep	
Business Rep	Sandy Metzler

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

Date	Time	Location
October 9th, 2017	3:30pm	Library
December 4th, 2017	3:30pm	Library
March 27th, 2018	3:30pm	Library
May 7th, 2018	3:30pm	Library

Nelson Elementary School



Campus Improvement Plan 2017-18

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- I. Campus Improvement Planning Processes and Procedures
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 - 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 influence on 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: WIG 1:

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

By May 2018, all students will experience 1 year's worth of growth in math and reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
PLC planning time for teachers on the following days: August 14 October 16 January 3 March 19 In addition, each team has at least 1 scheduled PLC day per grading period.	Administrators PLC Teams			PLC Meeting Agendas Artifacts	Increase in students' academic achievement.	October 5 January 11 April 12
Align SMART Goals with the Campus Improvement Plan WIGS	PLC Teams			SMART Goals Document	Increase in students' academic achievement.	Due Date: Sept. 28 October 5 January 11 April 12
T-PESS 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 9 October 5 January 11 April 12
T-TESS Goal Setting	Teachers			Goal Setting Documents in Eduphoria	Attainment of professional goals amongst the teaching staff.	Due Date: Sept. 8 October 5 January 11 April 12
"Learning Teams" Faculty Meetings - Faculty meeting designed to address the specific needs of faculty members. Meetings will be held each Thursday; on a rotation basis.	Teachers			Learning Teams Agenda Artifacts	Students will receive increase support relative to their individual needs.	October 5 January 11 April 12
Reading Intervention for K-2 students who are labeled "did not meet" and "approaches" grade level standards.	K-2 Reading Interventionist Admin. K-2 Teachers MTSS Team	SCE: \$30,000.00 FTE 0.5		Intervention group documentation MTSS Notes	Increase in reading levels and reading comprehension amongst at risk students.	October 5 January 11 April 12

WIG 1: WIG 1:

Each student will make at least 1 year’s worth of academic growth in all subject areas. (Stretch Goal)

By May 2018, all students will experience 1 year’s worth of growth in math and reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Math and reading intervention for students in grades 3-5	3-5 Math/Reading Interventionist 3-5 Teachers RTI 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 5 January 11 April 12
ESL Support for at risk students	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 5 January 11 April 12
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 5 January 11 April 12
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 5 January 11 April 12
Implementation of Lucy Calkins’ Writers Workshop in grades 2 and 3	2nd and 3rd grade learning teachers Admin.			Writers Workshop Learning Team agendas Lesson plans Walkthrough forms	Advancement in student scores in writing	October 5 January 11 April 12

WIG 2: All staff members and students will be know their individual strengths and be able to identify at least 1 way the strength(s) can be used at school and in the community. (Stretch Goal)
By May 2018, all staff members will be able to identify their top 5 strengths and 4th grade students will be able to identify their top 3 strengths according to the Gallup Strengths Finder Assessment.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Strengths assessment and training for staff members	All Staff	\$1679.44 for StrengthsFinder books		Staff members will be able to identify their strengths	Staff members will be able to identify their strengths	October 5 January 11 April 12
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 5 January 11 April 12
All Pro Dads Meetings - 1 time a month Dads will acknowledge the strengths in their child(ren)	Counselor Admin PTA Dads Students			PTA Notes Weekly All Pro Dads meetings Artifacts in weekly parent school newsletter	Students will be able to acknowledge their strengths	October 5 January 11 April 12
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 5 January 11 April 12
Student Rewards: Positive Office Referrals PRIDE Awards	Admin. Counselor Teachers			Positive Phone Calls to Parents PRIDE Awards	Increase in student engagement Students will be able to acknowledge their strengths	October 5 January 11 April 12
EXPO information night for parents	EXPO Teacher Parents			Powerpoint presentation Agenda	Parental knowledge of information pertaining to the campus Students will be able to acknowledge their strengths	October 5 January 11 April 12
MTSS	Admin. Teachers Parents			Identification of students' academic level in reading and math MTSS meetings	Students identified for intervention groups Students identified for extension activities	October 5 January 11 April 12

WIG 2: All staff members and students will be know their individual strengths and be able to identify at least 1 way the strength(s) can be used at school and in the community. (Stretch Goal)
By May 2018, all staff members will be able to identify their top 5 strengths and 4th grade students will be able to identify their top 3 strengths according to the Gallup Strengths Finder Assessment.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					Parent and student acknowledgement of strengths	
Student participation in school-based extracurricular activities: The Running Club School Choirs Student Council News Team Robotics Club Safety Squad Engineering Clubs Young Rembrandts O.W.L. Club Talent Show Reflections Contest Flag Bearers	Club Sponsors Students PTA			Student participation	Student engagement within the school community.	October 5 January 11 Apri 12
Teacher Appreciation	Administrators Students PTA			Calendar Invites Faculty Meeting notes Tuesday Newsletters	Teacher engagement within the school community Teacher recognition of how their individual strengths impact the school community	October 5 January 11 Apri 12



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 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...
UBD alignment to report cards and TEKS	Better resources for all subject areas and student groups Better alignment in district report card Assessment tools

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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 resources for all subject areas and student groups Better alignment in district report card Assessment tools



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...

Dashboard Information - Percentage of students in different ethnic groups; percentage of students in special 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...
<p>We have a diverse campus. Students are exposed to different cultures. Students make diverse connections within the classroom. ELL support The sped population is under 10% of the total population Teacher to student ratio</p>	<p>Continue ELL support due to diversity Improve opportunities for parental involvement Ensure a welcoming atmosphere Lessen ratio of sped teachers: students Add diagnostician Lessen the RTI referral time Small class sizes to impact behavior and academics Keep library in the rotation</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>Smaller class sizes Improved RTI model Welcoming atmosphere to parents and diversity of student groups</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...

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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...

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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...

Summary of Needs

Based on the findings/analysis above, summarize campus needs 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	Maria Freelove
Teacher	Traci Cook
Teacher	Sheree Cooksey
Teacher	Regina Wheat
Teacher	Tammy Pritchard
Teacher	Tiffany Bogans
Teacher	Melissa Matthews
Campus-Based Nonteaching Professional	
Campus-Based Para or Operations Staff Rep	Desiree Ambriz
District-Level Professional	Tracy Johnson
Parent Rep	Armando Muniz
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 5, 2017	3:30 p.m.	NEL Library
January 11, 2018	3:30 p.m.	NEL Library
April 12, 2018	3:30 p.m.	NEL Library