

**2016-2017
Campus Improvement Plan
for
Denton High School**

Denton Independent School District

Mission Statement

Denton Independent School District 's Mission Statement

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

Denton High School's Mission Statement

Denton High School, in partnership with the teachers, the home, and the community, is dedicated to the development of knowledgeable, compassionate individuals who actively and ethically, contribute to the betterment of our world. By providing challenging and educational experiences that encourage cooperation, creativity and intercultural understanding, DHS aims to create life-long learners who embrace the diversity of others.

Board Goals

Denton Independent School District 's Board Goals

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

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

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

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

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

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

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

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

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

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

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







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



Campus Improvement Plan Denton High School




Progress Report Date:

WIG 1

Denton High School will increase the STAAR/EOC results in Math and English by 7%, Biology by 2%, and maintain Social Studies at 97% for the 2017 assessment.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement Instructional Coaching on the campus with Teachers being the Instructional Coach Addresses missed system safeguard	Admin, ALT, trained staff		Master Schedule Professional Development Meeting Agendas Notes from Coaching Meetings	Improved instruction in the classroom using research based instructional strategies	Oct  Jan  Apr
Meet with PLC's in tested areas monthly Addresses missed system safeguard	Admin, IB coordinators		Monthly meeting agendas	Teachers will be improving their teaching by the coaching taking place.	Oct  Jan  Apr
MYP based PLCs Addresses missed system safeguard	Kim Thaggard, Administration		Monthly agendas		Apr
Look 2 Learning Rounds Addresses missed system safeguard	teachers, admin, ALT		Data Scripts	Student Achievement	Jan 
Look 2 Learning Walks Addresses missed system safeguard	teachers, admin		Look 2 learning data	Teachers will be improving their teaching from the data collected and the coaching taking place.	Nov  Apr

Professional Development as needed for teachers Addresses missed system safeguard	admin, department chairs		certificate of attendance	data collected from look 2 learning walks	May
Algebra 1 teachers will use common assessments to better gauge where students strengths and weaknesses are. Addresses missed system safeguard	Algebra 1 teachers, Ford, Koontz		Assessments	Data from Eduphoria	Nov  Mar
Saturday Schools - tutorials- for at risk students Addresses missed system safeguard	Jackie San Miguel SCE \$10,476.6 FTE 8		Sign in sheets, Calendar	longitudinal monitoring of state assessments	Nov  May
ELA teachers will receive training on expository writing for 9th grade teachers Addresses missed system safeguard	Ford, Koontz, Amber Bush, Beth Kennedy		Sign in sheet	STAAR writing scores	May
Use SCE funding to hire a teacher to work with at risk Algebra/Geometry students Addresses missed system safeguard	Ford, San Miguel SCE \$67,000.0 FTE 1 0		HR Records	STAAR results and course credit	June

increase national merit students Addresses missed system safeguard					
Increase the number of students taking the AP tests. Addresses missed system safeguard	Teachers		Number of students signed up to take AP tests	Students scores will be delivered to parents and students	
Separate AP Calculus into two classes - AB and BC Addresses missed system safeguard	Ford, Koontz		Master Schedule	AP test scores	 Aug June

Denton High School Campus Improvement Plan

2016-2017 Comprehensive Needs Assessment Summary

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



Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

State Assessment Data
TELPAS
SAT/ACT/PSAT
Advanced Course/Dual Enrollment
IB Enrollment
Student Work
AEIS Reports

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

Findings/Analysis

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

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

Strengths

Needs

Summary of Needs

Denton High School has consistently out performed the state average on all EOC exams and we continue to outperform the state average on the SAT. Our enrollment in IB has soared to more than 130 full diploma candidates and more than 200 students taking an IB course. We continue to look for certified staff in dual credit areas to expand our offerings to students. Denton High School will be placing an emphasis on using SMART goals as a way of tracking student achievement in specific TEKS where our data has shown us opportunity for improvement.



Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

<u>PEIMS</u>	<u>Master Schedule</u>
<u>eSchools</u>	<u>College Board</u>
<u>Enrollment</u>	<u>IBO</u>

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

Findings/Analysis

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Strengths

High graduation rate

Ethnically diverse campus

Solid community partnerships

Low drop out rate

Utilizing Instructional Coaches to mentor new teachers

PLC's built into the master schedule

Needs

Exit LEP students

Training and mentoring for new staff

True Sheltered Instruction for ELL's

additional staff

Summary of Needs

The Denton High School will adjust to meet the needs of our demographics by implementing researches based best practice strategies to reach and ensure success for ALL students. DHS will close the achievement gaps by implementing a true sheltered learning environment for our ELL's. DHS will utilize our instructional coaches by partnering them with our new staff members as a resource. DHS has PLC's for core content areas built into the master schedule to give them opportunities to learn with and through one another. DHS will work to bring additional safety nets along with early identification of students to help those who are struggling academically. DHS will continue to work with local universities to build opportunities for our 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.

Interviews

Classroom and School Walkthrough Data

Parent Conferences

Feedback

Surveys

Principals Action Counsel

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

Findings/Analysis

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Strengths

DHS has a strong culture
Strong Traditions
Award winning Fine Arts Programs
school-wide community service project
Athletic teams are performing well and garnering respect.
IB programme that is known throughout the U.S.
Focused on student achievement

Needs

Additional staff to help offset the special programming at DHS that our other schools do not offer.

Summary of Needs

DHS has unique offerings that create stress on our master schedule. The IB programme is a lock-step curriculum and must be sequentially followed. This places a burden on the master schedule now that the IB programme has gained such popularity. Our IB programme needs to be staffed according to the requirements and regulations of the IB and separated from the traditional staffing model. Even without this model, DHS is staffed much lower than other campuses and our schedule is much more difficult to operate with the demands of special programming. DHS will be working on solidifying our ESL structure to better meet the needs of our newcomers.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

SBEC	Walk Throughs
AEIS	Eduphoria
Teacher Interviews	
100% highly qualified teaching staff	

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

Findings/Analysis

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Strengths

Needs

dedicated staff

retention for sped paraprofessionals

mentoring and instructional coaching

retention for athletic coaches

100% highly qualified teaching staff

Increase the number of ESL teachers

100% highly qualified para staff

Summary of Needs

DHS NEEDS to take the time to train staff with best practice strategies that can be used immediately in all classes to increase student achievement. Specialized training such as SIOP, needs to be done for CORE teachers to reach our hispanic students and we need an increase of ESL teachers. We need to ensure our staff has the resources to be able to perform what we are asking of them. Our staff also needs advanced training to increase our advanced academics. Denton High needs to fully utilize our T-TESS system to help struggling teachers and give them every opportunity to be successful. We also need to hire the best possible candidates to reach our students.



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Eduphoria

Technology

Learning Walks

EOC/STAAR

Assessment Planning

PLC's

Lesson Plans

Unit planners (IB)

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

Findings/Analysis

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Strengths**Needs**

Growth Mindset Staff

Common assessments

focused academic leadership team

aligned curriculum

Instructional Coaches

additional staff

Summary of Needs

We will implement SMART goals to help create a focus and bring accountability for developing our students in areas that are their greatest weakness. SMART goals represent Specific and Strategic, Measurable, Attainable, Results-based, and Timely. Each CORE assessed area will have a SMART Goal. We will also develop our tutorial program to be a safety net for our struggling students. These students will be identified early in the year and then monitored to ensure they are meeting the standards. Working with the district instructional specialists, specific standards will be woven into each unit to support the SMART goals throughout the year.



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 achievements for all students

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Support Services

Parent Volunteer Information

Adopt a school

Parent Feedback

Community Feedback

Communities in schools

UNT Trio

PTSA

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

Findings/Analysis

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Strengths

Needs

100% staff participation in PTSA 5 years in a row

Develop parent education classes

Relationships with our universities

Strong PTSA board

Community partnerships

DHS Cares Community Service Project Day

DHS Cares Family Assistance Foundation

Summary of Needs

Denton high school would like to partner with Denton ISD to create parent education classes for our parents of newcomer ESL students. The purpose of these classes would be to introduce parents to our system of education and start the relationship early on. Students whose parents understand the process and systems will do better and the parents will be able to support their student through high school.



School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Duty Schedule

IB DP guidelines

IB MYP guidelines

Flow Chart

Mentors

Master Schedule

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

Findings/Analysis

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Strengths

Needs

multiple support structures are in place
Instructional coaches are assigned to new staff members
and available for veterans

Celebration of successes with staff and students

Support PLC's through SMART goal work

Ib is growing

Ease up the burden on our Co-teach classes and ESL
classes

PLC time is valued

Balanced master schedule

Summary of Needs

We need to continue supporting our IB program and encourage continued growth. We need funding to make this happen, as the IB training is expensive and we have many new staff members who need to attend. Our number of IB testers has also grown and the current budget is not set to meet those demands. We need to limit the number of preps for teachers so they can focus on quality lesson planning. Professional learning communities have been developed into effective practices that produce quality lessons. We need to provide professional development to support the structure of the PLC's as they continue to move forward.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Technology Infrastructure Networks

Tech Hardware and software

Bright Bytes survey

Professional development/teacher preparation needs

Resource allocations

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

Findings/Analysis

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Strengths

Needs

Infrastructure is robust and dependable
Students and teachers report being able to access
wifi/internet with ease and dependability

Teachers and students have good basic foundation skills
Staff and students are receptive to using technology for
learning

teachers feel their integration of technology is supported by
campus administration

Technology is available for all teachers and students.
More than 85% of Freshmen report having a smartphone
and internet access at home.

replace outdated technology

need a clear replacement schedule for technology
additional support for teachers in implementing more
online sharing and communication of student work

Summary of Needs

According to the BrightBytes surveys we have increased access to mobile technology and we are utilizing student's own technology (BYOD) to engage in online asynchronous learning. Students and teachers would like access to tools that allow them to create and share more multimedia products. More than 75% of our freshmen report creating and sharing videos online compared to just 20% of our teachers. Teachers and students are eager to have more access to technology on a more regular basis. Increasing the number of chromebook carts available to all content areas will give better access. Our CPS software is out of life. Finding a replacement for this formative assessment tool would prevent use of chromebooks or desktops for assessment so they would be available for creative task. Teachers are utilizing Google Apps for Education (GAFE) for student work and assessment. Teachers and students report positive experience with GAFE. Continued professional development on these tools will increase capacity on campus.

Comprehensive Needs Assessment Summary of Priority Needs 2013-2014 Denton High School

Demographics:

The Denton High School will adjust to meet the needs of our demographics by implementing researches based best practice strategies to reach and ensure success for ALL students. DHS will close the achievement gaps by implementing a true sheltered learning environment for our ELL's. DHS will utilize our instructional coaches by partnering them with our new staff members as a resource. DHS has PLC's for core content areas built into the master schedule to give them opportunities to learn with and through one another. DHS will work to bring additional safety nets along with early identification of students to help those who are struggling academically. DHS will continue to work with local universities to build opportunities for our students.

School Culture and Climate:

DHS has unique offerings that create stress on our master schedule. The IB programme is a lock-step curriculum and must be sequentially followed. This places a burden on the master schedule now that the IB programme has gained such popularity. Our IB programme needs to be staffed according to the requirements and regulations of the IB and separated from the traditional staffing model. Even without this model, DHS is staffed much lower than other campuses and our schedule is much more difficult to operate with the demands of special programming. DHS will be working on solidifying our ESL structure to better meet the needs of our newcomers.

Curriculum, Instruction and Assessment:

Student Achievement:

Denton High School has consistently out performed the state average on all EOC exams and we continue to outperform the state average on the SAT. Our enrollment in IB has soared to more than 130 full diploma candidates and more than 200 students taking an IB course. We continue to look for certified staff in dual credit areas to expand our offerings to students. Denton High School will be placing an emphasis on using SMART goals as a way of tracking student achievement in specific TEKS where our data has shown us opportunity for improvement.

Teacher Quality:

DHS NEEDS to take the time to train staff with best practice strategies that can be used immediately in all classes to increase student achievement. Specialized training such as SIOP, needs to be done for CORE teachers to reach our hispanic students and we need an increase of ESL teachers. We need to ensure our staff has the resources to be able to perform what we are asking of them. Our staff also needs advanced training to increase our advanced academics. Denton High needs to fully utilize our T-TESS system to help struggling teachers and give them every opportunity to be successful. We also need to hire the best possible candidates to reach our students.

Family and Community Involvement:

We will implement SMART goals to help create a focus and bring accountability for developing our students in areas that are their greatest weakness. SMART goals represent Specific and Strategic, Measurable, Attainable, Results-based, and Timely. Each CORE assessed area will have a SMART Goal. We will also develop our tutorial program to be a safety net for our struggling students. These students will be identified early in the year and then monitored to ensure they are meeting the standards. Working with the district instructional specialists, specific standards will be woven into each unit to support the SMART goals throughout the year.

School Content and Organization:

We need to continue supporting our IB program and encourage continued growth. We need funding to make this happen, as the IB training is expensive and we have many new staff members who need to attend. Our number of IB testers has also grown and the current budget is not set to meet those demands. We need to limit the number of preps for teachers so they can focus on quality lesson planning. Professional learning communities have been developed into effective practices that produce quality lessons. We need to provide professional development to support the structure of the PLC's as they continue to move forward.

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Technology:

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Denton High School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Reading/English Language Arts

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Denton High School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Writing

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Denton High School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Mathematics

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Denton High School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Science

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Denton High School Campus Improvement Plan

School-Level Performance Data for EOC

Reading/English Language Arts

English I Reading STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

English II Reading STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

English III Reading STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

Denton High School Campus Improvement Plan

School-Level Performance Data for EOC

Writing

English I Writing STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

English II Writing STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

English III Writing STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

Denton High School Campus Improvement Plan

School-Level Performance Data for EOC

Mathematics

Algebra I STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Algebra II STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Geometry STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Denton High School Campus Improvement Plan

School-Level Performance Data for EOC

Science

Biology STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Chemistry STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Physics STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Denton High School Campus Improvement Plan

School-Level Performance Data for EOC

Social Studies

US History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
World History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
World Geography STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	John Curtis
2) Classroom Teacher	Brian Wilson
3) Classroom Teacher	Kayla Lensch
4) Classroom Teacher	Brandon Melson
5) Classroom Teacher	Karen Crockett
6) Classroom Teacher	Carl Herrmann
7) Campus-based Nonteaching Professional	Crystal Sullivan
8) Campus-based Paraprofessional and Operations Staff	Camila Celis
9) District-level Professional	Darrell Muncy
10) Parent	Laura Boring
11) Parent	Ellen Sawko
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	Weston Thaggard

CLT Meetings for 2016-2017			
#	Date	Time	Location
1	10/3/2016	4:15 p.m.	Room 106
2	11/7/2016	4:15 p.m.	Room 106
3	12/5/2016	4:15 p.m.	Room 106
4	1/9/2017	4:15 p.m.	Room 106
5	2/6/2017	4:15 p.m.	Room 106
6	3/6/2017	4:15 p.m.	Room 106
7	4/3/2017	4:15 p.m.	Room 106
8	5/1/2017	4:15 p.m.	Room 106

