

**Aledo Independent School District**  
**Daniel Ninth Grade Campus**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Mathematics  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

**Daniel Ninth Grade Campus exists to ensure high levels of learning for all students.**

## Vision

**Growing greatness through exceptional experiences that empower learners for life.**

## Motto

*The start of something great!*

**We believe that our campus will provide the start of something great for our students –  
the start of a great high school journey and a great future.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Don R. Daniel Ninth Grade Campus is the only campus serving ninth grade students in Aledo Independent School District in Aledo, TX. The student population at Daniel Ninth is 499. The ethnic breakdown is as follows: African American 1.2%; Caucasian 78.57%; Hispanic 15.3%; other 4.9%. Sixteen percent of our population is classified as economically disadvantaged. The percent of students receiving special education services is 5.5%, and we currently have seventeen students receiving ESL services. The campus has 31 full-time instructional professional staff members and shares an additional 9 instructional professional staff members with AHS and/or AMS. We also have access to the AHS instructional professional staff for students to take CTE and Fine Arts electives.

Daniel Ninth Grade Campus is established to create a smaller, more personalized learning environment for ninth grade students during their pivotal, first year of high school. We are dedicated to facilitating a smooth transition to high school by providing a small learning community that addresses the individual needs of our students, including academic, behavioral, social, and emotional. We have adopted the Capturing Kids' Hearts Process to make sure we are equipped with the skills necessary to reach all students. Our state of the art facility has innovative technology that is being integrated into instruction in all classrooms.

The CNA and Campus Plan were developed over a series of three workshops (8/16/2019, 9/23/2019, 9/30/2019). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, AP Planning Report, PSAT Participation Data, Instructional Focus Data. The previous year's assessment was used as a jumping off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee. The overall Campus plan was finalized by the committee on October 4, 2019 and shared with the entire faculty for review and discussion.

The Plan will be monitored, reviewed and revised at Campus Improvement Committee meetings in February, April and June.

### Demographics Strengths

#### Strengths:

- Campus has met fast growth with high levels of student achievement.
- Small Learning Community Concept (one grade level) allows campus to implement innovative programs and initiatives.

**Needs:**

- Parent Engagement within the Hispanic Population is low.
- Increased need for ESL instructional strategies and resources
- Attendance Rate is below 98%

# Student Achievement

## Student Achievement Summary

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. The campus received the maximum “Met Standard” accountability rating from the state for our 2018-2019 STAAR End-of-Course Exams. The Campus earned an Academic Distinction for Achievement in Mathematics, Student Growth, and for Closing the Achievement Gap. Faculty, staff, parents and students value and maintain high standards for achievement. Students are provided with tutorials, pull-out remediation, academic seminars, intensive interventions, varied on-going assessments, and differentiated instruction. Collaborative teams identify struggling students and develop intervention plans for them to address their individual needs. They are developing a sense of collective responsibility through weekly targeted interventions and extensions during I-30 Flex. Teachers work to build relationships with their students so they know their strengths and needs.

Data included in identifying needs are state assessment data including student group desegregation, grade reports, teacher input, discipline data, RtI referrals, Pre-AP course enrollment data, AP test performance, attendance rates, retention rates, and PSAT participation.

## Student Achievement Strengths

### Strengths:

- The campus experienced significant growth in student progress and closing the achievement gaps in 2019.
- The campus has developed a systematic approach to providing a targeted intervention and extension program during I-30.
- The campus is taking a proactive approach in addressing student academic needs and growth, etc. through collaborative team meetings, common formative assessments, etc.
- The campus is building collective responsibility through an intentional focus on sharing students, interventions, etc.
- Academic Distinctions were received for Academic Achievement in Mathematics, Student Progress, and Closing the Achievement Gap.

### Needs:

- Title III funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas: Staff development with a focus on serving ESL students (\$5000), supplemental materials (\$5000), and tutors for ELL students (\$5000)
- Title I funding will be utilized to provide services to ELL students in the following areas: Homeless supplies (\$2543)
- Title I funding will be utilized to supplement Summer School offerings for EOC and Dyslexia Students as follows: Summer school personnel, summer school transportation, summer school materials

\*Note: Dollar amounts refer to district-wide funds.

- Students categorized as Limited English Proficient (LEP), Special Education, and Economically Disadvantaged student STAAR performance in English I is notably lower than All Students.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

# School Culture and Climate

## School Culture and Climate Summary

The Daniel Ninth Grade campus strives to maintain a culture of excellence. The climate is one that fosters relationships, creativity, innovation, fun, and high expectations for achievement, character and behavior. A parent volunteer program has been developed to increase parental support and involvement. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, enjoyable learning environment for students.

Daniel Ninth Grade Campus is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions on a daily basis and teachers are working collectively to provide these opportunities to students.

The Capturing Kids' Hearts Process is being implemented across the campus. The process enables the faculty to build relationships with each other and students, to create highly productive teams, and to develop students into self-managing individuals. The Rachel's Challenge Program has been adopted and helps us maintain a positive, kind, accepting, compassionate school culture and climate. The guidance program provides academic seminars, Too Good for Drugs Program, guidance lessons, small group counseling, and a character education program. A student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. Additionally, all students participate in a student seminar regarding Academic Integrity at the start of the school year called "Above the Line" where they are challenged to commit to this honor code.

The data sources reviewed to identify areas of need include questionnaires/surveys, school walk-through data, focus groups, and meetings.

## School Culture and Climate Strengths

### Strengths:

- Intentional school culture/climate programs are a focus of the staff and have created a positive, growth-based school culture.
- Campus has embraced the PLC at Work process and teachers are meeting in collaborative teams on a weekly basis.
- All faculty is trained and implements the Capturing Kids' Hearts Process.
- Campus focuses on learner for all students as evidenced by a redefined focus and implementation of I-30 Flex.
- Teachers are flexible, trust administration and are willing to take risks.
- Student organizations such as Leading Ladies, Friends of Rachel, and Student Council facilitate projects and programs that promote a positive school culture.

### Needs:

Title IV funding (\$16,989) will be allocated for staff members to receive training in Capturing Kids' Hearts. Nine teachers will attend the training this



school year; which includes all new teachers as well as newly shared staff.

*\*Note: Dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*

- During 2018-2019, there was significant increase in the number and severity of discipline referrals.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Daniel Ninth Grade Campus is a small learning community made of up 44 faculty and staff members. The average number of years of experience for teachers at Daniel Ninth is 15.6 years. All Teachers have a Bachelor's Degree and are fully certified to teach their assigned courses. Seven teachers also have their Master's Degree.

Teachers meet to engage in the PLC at Work process during weekly collaborative team meetings. Administration intentionally plans activities and events to facilitate the building of new relationships in an ensure the campus is a Professional Learning Community. Professional learning is a big part of the campus culture and is incorporated regularly through learning lunches, book studies, etc. Teachers are required to attend Capturing Kids' Hearts and are given the opportunity to attend TCEA and PAP conferences on a rotational basis. Additionally, teachers are encouraged to participate in district level professional learning opportunities such as "just in time" training. New teachers participate in a New Teacher Induction program where they are provided training, an experienced teacher to serve as their mentor, and the opportunity to observe master teachers.

Teachers are evaluated through the T-TESS appraisal system on an annual basis. They develop two professional goals. Administrators conduct 2 formal walk-throughs and a full observation as a way to evaluate teacher effectiveness and provide coaching as needed. In addition, administrators are conducting Daily Impact Walk-throughs and Instructional Rounds to monitor the quality of instruction. Teachers are invited to participate in the Campus and District Instructional Rounds.

The following data sources were reviewed to identify needs in the area of staff quality, recruitment, and retention: observation data, collaborative feedback, student achievement data, professional development records and goals, staff retention rate, teacher certification and qualification data.

## Staff Quality, Recruitment, and Retention Strengths

### Strengths:

- Staff has a high average experience level, which allows newer faculty to work with and learn from more-experienced teachers.
- The Capturing Kids' Hearts training has created a staff that focuses on student relationships and that builds high-performing teams within their classrooms.
- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.
- The implementation of a new hiring protocol allows a team to observe and interview applicants to find the best candidate for every position.

### Needs:

Title II funds (\$16,989) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff

members.

*\*Note: Dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*

- Teachers are leaving the profession at a higher rate each year.
- The retention rate for staff who are shared between campuses is, anecdotally, much lower than the retention rate for staff as a whole.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The faculty of Daniel Ninth grade campus is working to support the District Instructional Focus for the 2019-2020 school year. Teachers are implementing Thinking Maps and the Fundamental 5 strategies to address the District Problem of Practice which specifically addresses student progress and critical writing. Additionally, teachers are focused on rigor and relevance as they plan instructional opportunities for students.

Teachers are receiving district and campus professional development to provide support as they make instructional adjustments to better align with our instructional focus. The principal and instructional specialists also facilitate mini-professional development sessions and departmental learning opportunities for teachers in small groups to address instructional practices and continuous improvement. Core content teachers meet in collaborative teams on a weekly basis to engage in the PLC critical questions. Many teachers participated in curriculum writing during the summer of 2019 where they identified essential standards.

The school has taken steps to ensure the integration of technology into instruction by including Promethean Boards, Teacher iPads, student devices, Eduphoria, Canvas, Google Classroom, and other applications. Teachers have been trained in Marzano's High Yield Instructional Strategies, *The Fundamental 5* Instructional Strategies, Thinking Maps, technology integration, Project-Based Learning that they are implementing into instruction. The T-TESS process is utilized to facilitate teacher growth. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension.

Data sources reviewed in identifying curriculum and instructional needs include the following: teacher lesson plans, student achievement data, staff input, state standards, research-based curriculum resources, curriculum documents, available technology, observations, collaborative departmental and vertical alignment.

## Curriculum, Instruction, and Assessment Strengths

### Strengths:

- The campus is implementing inclusion within the English I, Algebra I, and Reading classrooms.
- Daily Impact Walks and T-TESS walk-throughs allow administrators to provide teachers with frequent feedback related to instructional practices.
- Collaborative team meetings provide time each week for teachers to engage in work related to teaching and learning.
- The campus offers a high number of courses and endorsement pathways for students.

### Needs:

- Title II funds (\$16,989) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.

*\*Note: Dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*

- Teachers are not yet implementing the district instructional focus non-negotiables at the target level.
- The schedule does not allow for enough time for teachers to accomplish all of the PLC at Work tasks.
- Students are not being required to write critically in all classes every day.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Daniel Ninth Grade Campus believes that student success heavily relies on parent and community involvement. The school encourages participation by providing various opportunities for involvement such as office volunteering, parent/student orientation, STEAM Carnival, An Evening with the Arts, Bearcat Alley, booster clubs, PTO, AdvoCats, Aledo Education Foundation, community partnerships, Connections mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, Family Connection, eNewsletters, campus Facebook, Instagram, Twitter and YouTube are ways the campus is trying to increase communication and transparency. Teachers are also utilizing their web pages, Google Classroom, Canvas, Remind, and other resources to keep parents informed.

Additionally, we host a Parent Fish Camp Event, Open House Parent Informational Meeting, and parent newsletters to provide direct resources for parents to best support their students academically at home.

## Parent and Community Engagement Strengths

### Strengths:

- Parent eNewsletter provides detailed information to keep parents well-informed on a bi-monthly basis.
- Teachers piloting Parent Link communication system to increase level of classroom-to-parent communication.
- Personal Graduation Plan meetings provide a mid-year check-in with every parent to keep them involved in their student's four-year planning.
- Student organizations and extracurricular activities provide many community service opportunities for students.

### Needs:

- Lack of consistency among communication methods results in parent confusion and frustration.

## **School Context and Organization**

### **School Context and Organization Summary**

Daniel Ninth Grade Campus opened in the fall of 2010 and is the only freshman campus in Aledo ISD. In addition to receiving state and local funds, the school also receives Federal Funds such as Title II A, IDEA B formula funds and Compensatory Educational Funds.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents, and community members to make operational and organizational decisions. The campus also has a Guiding Coalition comprised of teacher leaders, curriculum specialists, and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement.

Teachers also play an active role in decision-making at Daniel Ninth Grade Campus as administration meets regularly with small groups, departments, individuals, and the faculty as a whole. A Guiding Coalition has been developed to help make campus-wide decisions regarding growth and improvement. They are given a voice as they play a vital role in curriculum writing and program selection and implementation. Core content areas meet weekly in collaborative teams to engage in work that directly impacts student learning. The campus has embraced the PLC at Work process in an effort to ensure high levels of learning for all students.

Students are offered multiple career pathway options through the five endorsements that are available at DNGC. They have various course options and extracurricular opportunities available to them.

### **School Context and Organization Strengths**

#### **Strengths:**

- The creation of a Campus Guiding Coalition has resulted in campus-wide decision-making, program development, and campus improvement.
- Collaborative team meetings are made possible during the school day due to common department planning times.
- Students have a wide variety of CTE Courses to explore.

#### **Needs:**

- Students and parents have limited knowledge regarding career pathways and endorsements.

# Technology

## Technology Summary

Daniel Ninth Grade Campus is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board, Teacher iPad, and student Chromebooks. Teachers also have access to Smart Student Response Systems, iPads, mirroring software, and iPads and Chromebooks to check out as needed. They are also integrating BYOD learning activities into instruction. Software programs such as Odysseyware, Eduphoria, planbook.com, Web 2.0 Tools and apps, Google Apps for Education, and Canvas are utilized by faculty and students on a regular basis. Teachers all have individual web pages through the Blackboard campus website.

The campus also has three mobile Chromebook carts, two computer labs, three science labs, a lecture hall, Distance Learning Equipment, and a library outfitted with student computers and Promethean Board. We also have a STEAM Studio giving students access to innovative technology tools. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building (updated summer of 2016).

The data sources reviewed to identify needs in the area of technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs.

## Technology Strengths

### Strengths:

- Single sign-on and a streamlined WIFI access process have made student access much easier.
- Students have consistent and wide access to technology resources for their educational use.
- Security technology has effective coverage throughout the campus.

### Needs:

- One hundred percent of teachers are not integrating the technology that is available.
- Lack of STEAM integration across content areas; resulting in the STEAM Studio being underutilized.



# Priority Problem Statements

**Problem Statement 3:** After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas

**Root Cause 3:** Alignment and consistent focus over time on research based instructional practices is needed.

**Problem Statement 3 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

# Goals

Revised/Approved: September 30, 2019

## Goal 1: How We Teach: Delivery of Instruction

**Performance Objective 1:** Daniel Ninth Grade Campus will implement district identified best instructional practices that include: consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

**Evaluation Data Source(s) 1:** Data from Daily Impact Walks

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus Administrators will complete 10 Daily Impact Walks each week.	2.4, 2.5, 2.6	Campus Administration, District Administration	Data will reflect consistent implementation of Thinking Maps at 85% by June 2020.				
2) Daily Impact Walk Data will be shared with the campus and departments once a month to provide performance feedback.	2.4, 2.5, 2.6	Campus Administration	Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.				
3) Teachers will meet in collaborative teams to ensure a guaranteed, viable curriculum and to align instructional practices.	2.4, 2.5, 2.6	Campus Principal, Team Leader, Curriculum Specialist	Teachers will collaborate to ensure implementation from all members of the team.				
4) Departments will complete a Goal Tracker (including lead measures) to ensure positive trajectory towards the campus goal of 85% consistent implementation.	2.4, 2.5, 2.6	Campus Administration	Teachers will set short-term goals and develop action steps that positively impact implementation.				
5) Teachers will be provided immediate feedback regarding missed opportunities through DIW and T-TESS Walk-through feedback.	2.4, 2.5, 2.6	Campus Administration	Teachers will begin to make instructional adjustments based on the feedback received.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
6) Teachers will be provided Just-In-Time training opportunities at the district and campus level.	2.4, 2.5, 2.6	Campus Administration, Curriculum Specialists	New teacher learning will result in a change in instructional practices and will result in increased implementation.				

**Goal 1: How We Teach: Delivery of Instruction**

**Performance Objective 2:** Daniel Ninth Grade Campus will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time, by June 2020.


**Evaluation Data Source(s) 2: Daily Impact Walks**

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus Administrators will complete 10 Daily Impact Walks each week.	2.4, 2.5, 2.6	Campus Administration, District Administration	Data will reflect daily implementation of the Lesson Frame, FSGPT, and Critical Writing at 100% by June 2020.				
2) Daily Impact Walk Data will be shared with the campus and departments each month to provide performance feedback.	2.4, 2.5, 2.6	Campus Administration	Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.				
3) Teachers will meet in collaborative teams weekly to ensure a guaranteed, viable curriculum and to align instructional practices.	2.4, 2.5, 2.6	Campus Administration, Team Leaders, Curriculum Specialists	Teachers will collaborate to ensure implementation from all members of the team.				
4) Departments will complete a Goal Tracker (including lead measures) to ensure positive trajectory towards the campus goal of 100% daily implementation.	2.4, 2.5, 2.6	Campus Administration	Teachers will set short-term goals and develop action steps that positively impact implementation.				
5) New teachers will participate in a Fundamental 5 book study.	2.4, 2.5, 2.6	Campus Principal	Teachers will read and discuss the Fundamental 5 strategies to ensure common understanding for effective implementation of the Lesson Frame, Critical Writing, and FSGPT.				
6) Teachers will be provided immediate feedback regarding missed opportunities through DIW and T-TESS Walk-through feedback.	2.4, 2.5, 2.6	Campus Administration	Teachers will begin to make instructional adjustments based on the feedback received.				
7) Teachers will submit lesson plans weekly that include the following elements: Lesson Frame, Critical Writing, High Level Questions, and Academic Discussion.	2.4, 2.5, 2.6	Administration	Implementation of the Lesson Frame, Critical Writing, and FSGPT will increase as teachers are required to address these strategies within their daily lesson planning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
8) Core classes will utilize a writing journal as a way to incorporate critical writing.	2.4, 2.5, 2.6	Campus Administration	Students will have a consistent place to house their critical writing and Thinking Maps as needed.				


  




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

## Goal 2: Professional Learning Community Actions

**Performance Objective 1:** By June 2020, Daniel Ninth Grade Campus will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

**Evaluation Data Source(s) 1:** Ratings on the Professional Learning Community at Work Continuum

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams will identify Essential Learning Standards for each unit of study and clarify criteria for student mastery.	2.4, 2.5, 2.6	Campus Principal, Curriculum Specialist, Team Leaders	75% of Collaborative Teams will rate at the "Developing" level in indicator #1 by June of 2020.				
2) Collaborative Teams will utilize a data analysis protocol to analyze common assessment data every 9 weeks.	2.4, 2.5, 2.6	Campus Administrators, Curriculum Specialists, Team Leaders	Teachers will have a clear understanding of what knowledge and skills students are mastering throughout the course.				
3) Collaborative Teams will utilize formative and summative data to make instructional decisions, and to guide interventions and extensions.	2.4, 2.5, 2.6	Campus Administration, Curriculum Specialists, Team Leaders	Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction on a regular basis.				
4) Collaborative Teams will identify prerequisite skills and knowledge for their subsequent courses.	2.4, 2.5, 2.6	Campus Administration, Curriculum Specialists	Identification of prerequisite skills will enable vertical alignment and help teachers identify essential standards.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							




**Goal 2: Professional Learning Community Actions**

**Performance Objective 2:** By June 2020, Daniel Ninth Grade Campus will move from the "initiating" level to the the "developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.


**Evaluation Data Source(s) 2:** Ratings on the Professional Learning Community at Work Continuum

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams will meet on a weekly basis and utilize, guidelines, protocols, and processes (four critical questions) to ensure collaborative time is focused on student learning.	2.4, 2.5, 2.6	Campus Administration, Curriculum Specialists, Team Leaders	75% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June of 2020.				
2) Team Leaders will generate weekly Collaborative Team agendas that focus on the 4 critical questions.	2.4, 2.5, 2.6	Campus Administration, Curriculum Specialists, Collaborative Team Members.	Team collaboration will be focused on student learning.				
3) Collaborative Teams will assign various roles and responsibilities within each team.	2.4, 2.5, 2.6	Campus Administration, Curriculum Specialists	Teams will work interdependently.				




100% = Accomplished



= Continue/Modify



0% = No Progress



= Discontinue


**Goal 2: Professional Learning Community Actions**

**Performance Objective 3:** By June 2020, Daniel Ninth Grade Campus will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum: Focusing on Results

**Evaluation Data Source(s) 3:** Ratings on the Professional Learning Community at Work Continuum

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams will establish a SMART Goal and assess progress towards reaching the goal.	2.4, 2.5, 2.6	Campus Administration, Curriculum Specialists	75% of Collaborative teams will rate at the "Developing" level in Indicator #1 by June of 2020.				
2) Collaborative teams will utilize District Common Assessments each 9 weeks to measure progress towards SMART Goal.	2.4, 2.5, 2.6	Campus Administration, Curriculum Specialists	Teachers will utilize a data analysis protocol to ensure a focused on results and student growth.				
3) Collaborative Teams will develop common assessments to utilize to measure student mastery and progress.	2.4, 2.5, 2.6	Campus Administration, Curriculum Specialists, Team Leaders	Teacher will use results to guide instruction, intervention, and extension.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

**Goal 3: Daniel Ninth Grade Campus will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all departments.**

**Performance Objective 1:** To ensure student and staff safety, all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2020.

**Evaluation Data Source(s) 1:** 100% of checked unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2020.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus Police Officer will conduct campus walk-throughs each day to check interior and exterior doors.		Campus Administration	100% of checked, unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2020.				
2) Campus Administrators will check interior doors as they conduct Daily Impact Walks and/or are moving about the building.		Campus Administration	Doors will be locked and needs will be made evident.				
3) A safety segment will be included in the Daniel Ninth News for students to be reminding of locking doors, not propping doors, etc.		Campus Principal	Students will become more vigilant as they are reminded frequently of safety issues.				

100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

**Goal 3:** Daniel Ninth Grade Campus will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all departments.

**Performance Objective 2:** For the AP exam given in grade 9, Daniel Ninth Grade Campus' average score per standard will meet or exceed the global averages by July 2020.

**Evaluation Data Source(s) 2:** AP exam scores, as reported in the Instructional Planning Report, will meet or exceed the global averages. The Instructional Planning Report data will be reported to the Board of Trustees as soon as it is received in late summer.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will have frequent opportunities to take practice AP Exams through the following resources: AP College Board practice exams, and Barron's AP practice exams.	2.4, 2.5, 2.6	AP Human Geography Teacher, Campus Principal	AP Human Geography student scores will meet or exceed the global average in June of 2020.				
2) The AP Human Geography classes will utilize the following test preparation materials which are aligned with the AP exam: Kaplan's Prep Plus, The Princeton Review test review, 5 Steps to a 5 by Karen Gillespie.	2.4, 2.5, 2.6	AP Human Geography Teacher, Social Studies Curriculum Specialist, Campus Principal	Students will be better prepared for the AP Exam.				
3) AP Human Geography students will participate in timed free response questions throughout their course of study in preparation for the AP exam.	2.4, 2.5, 2.6	AP Human Geography Teacher, Social Studies Curriculum Specialist, Campus Principal	Students will be better prepared for the free response portion of the AP exam.				
4) The AP Human Geography teacher will provide weekly after school study sessions during the month of April and will administer a Released AP exam and FRQ one month prior to the exam.		AP Human Geography Teacher, Social Studies Curriculum Specialist, Campus Principal	Students will be better prepared for the AP exam so scores will be higher.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Dec	Feb   Apr	June
						

**Goal 3:** Daniel Ninth Grade Campus will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all departments.

**Performance Objective 3:** Daniel Ninth Grade Campus will promote 100% course passing rate for all athletes at the end of each nine-week reporting period, during their competitive season.

**Evaluation Data Source(s) 3:** Nine-week Grade Reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Each Head coach will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed.	2.4, 2.5, 2.6	Head Coaches, Athletic Director	100% of student athletes will pass all courses at the end of each nine-week reporting period during their competitive season by June of 2020.				

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	David Durnil	Assistant Principal
Non-classroom Professional	Erin Finn	Counselor
Business Representative	Cory Bergen	Business Owner
Community Representative	Susan King	Community Representative
District-level Professional	Earl Husfeld	AISD Chief Financial Officer
Classroom Teacher	Anita Callaway	Teacher
Classroom Teacher	Juanita Britton	Teacher
Classroom Teacher	Dan Shedd	Teacher
Administrator	Angi Tims	Principal
Parent	Jami Warner	Parent
Parent	Kim Mulkey	Parent