

Denton Zone



Campus Improvement Plan 2019-20

Denton High School



Campus Improvement Plan 2019-20

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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)

Denton High 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

Denton High School, in partnership with the home and community, is dedicated to the development of knowledgeable, compassionate individuals who actively and ethically contribute to the betterment of our world.

School Vision

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.

COMMITMENTS:

- Cultivate meaningful and supportive relationships, putting others before self and embracing diversity.
- Take responsibility for personal success, expect excellence in every endeavor, and strive to reach our full potential through dedication, perseverance, and hard work.
- Respect our school, community, and selves.
- Prepare every student to compete in the global workforce by providing a safe, challenging, and relevant learning environment to create limitless opportunities.
- Develop responsible global citizens in an environment of personal and shared accountability by taking ownership of our actions and the way we represent our campus.
- Build character upon mutual trust and authenticity.
- Maintain high standards for future-focused learners through collaboration and continuous growth.

School Values

WIG 1:

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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WIG 1: Denton High School will increase the academic success of its At-Risk population (defined as Econ. Disadvantaged in state reporting) as evidenced by a 5% increase in EOC scores in Alg. I, Eng. I, and Eng. II and a 10% reduction of academic failures.

<p>Unit plans (based on existing MYP models) will be submitted by PLC groups or individual teachers for administrative review.</p>	<p>PLC's Teachers Administration (review by department)</p>			<p>Weekly review by Administration and evidence in TTESS Walkthroughs.</p>	<p>Targeted goals for Common Assessment, Performance on EOC's, reduction of failure rate.</p>	<p>Oct. 2019 Jan. 2020 April 2020</p>
<p>Learning Targets will be posted and reviewed daily in each classroom</p>	<p>PLC's Teachers Administration</p>			<p>TTESS Walkthroughs DHS Learning Walkthroughs</p>	<p>Student Surveys Targeted goals for Common Assessment, Performance on EOC's, reduction of failure rate.</p>	<p>Oct. 2019 Jan. 2020 April 2020</p>
<p>Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p>Prior year EOC, AP, and IB data will be analyzed and prepared (graphically) for PLC work days by administration (Hays).</p> <p>Administrators will provide additional PLC support (district training, outside PD opportunities, instructional technology, etc.) as specifically related to sub-populations identified for targeted support</p>	<p>PLC's Administration (by department) <u>ELA</u> - Thaggard <u>Math</u> - Nedrow <u>Sciences</u> - Smith <u>Social Studies</u> - Perez</p>			<p>Submission of agendas, goals, and performance data to administration. Administration meetings with PLCs.</p> <p>Training and PD documentation.</p>	<p>Achievement of goals Performance on Common Assessment and EOC's</p>	<p>Oct. 2019 Jan. 2020 April 2020</p>

WIG 1:

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Instructional coaches will be utilized to assist new faculty members with any instructional issues/questions related to the above Leads. An IB-experienced Instructional Coach will assist faculty with any issues related to MYP unit plans. Administration will frequently follow-up with IC's and new faculty to ensure that needs are being met.</p>	<p>Instructional Coaches Faculty John Corsi (IB specialist) Administration</p>			<p>Pedagogically aligned Learning Targets and MYP unit plans (especially from new faculty members)</p>	<p>Targeted goals for Common Assessment, Performance on EOC's, reduction of failure rate. Increased Teacher Retention</p>	<p>Oct. 2019 Jan. 2020 April 2020</p>
<p>DHS will begin a "Silent Sustained Reading" initiative across the core curriculum. During this unit, students will be encouraged to read within the content area. Teachers will incorporate the reading blocks into lessons/activities.</p>	<p>Kim Thaggard, Carl Herrmann, Department Chairs</p>			<p>MYP Unit Plans Walkthroughs</p>	<p>Increase in Reading scores of populations identified for targeted support.</p>	<p>Oct. 2019 Jan. 2020 April 2020</p>
<p>At-Risk students will be identified as incoming freshmen and monitored by a dedicated administrator for interventions. Sophomores identified as At-Risk as freshmen will continue to be monitored as well. At-Risk students that are also members of sub-populations identified for targeted support will also be monitored by their alpha AP and their ELA and Math teachers.</p>	<p>Matt Smith - 9th(AP), Scott Nedrow - 10th (Assoc. Prin) Administrators</p>			<p>Administrative review during weekly Admin. Meetings. Alpha AP follow-up with ELA and Math teachers of sub-populations identified for targeted support</p>	<p>Decrease in academic failures. Increase in At-Risk EOC passing rates.</p>	<p>Jan. 2020 June 2020</p>
<p>Saturday Schools will be utilized for academic support of students with truancy and/or failure issues.</p>	<p>Select faculty Administration</p>	<p>\$5000</p>		<p>Saturday school rosters</p>	<p>Reduction of Saturday school attendance through the year. Decrease in academic failures. Increase in At-Risk EOC passing rates.</p>	<p>Jan. 2020 May 2020</p>

WIG 1:

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Assigned and voluntary EOC tutorial sessions for sub-populations identified for targeted support will be implemented for Eng. I, Eng. II, and Alg. I	Select faculty Administration	\$5000		Attendance rosters and teacher/admin. referrals.	Increase in At-Risk EOC passing rates.	May 2020
Campus-wide focus on Instructional Time through the continued use of "Tardy Tables", hallway sweeps, and awareness of assembly/activity planning. Online tardy tracking system will be utilized.	Administration, SRO, select faculty members			Reduction of tardies and increase of attendance rate.	Cognos and eSchools reports Online tardy tracking system.	Monthly
Use of SCE funding to hire a teacher to work with At-Risk Algebra students. This teacher will facilitate an Alg. I/Geom. "Trailer" course.	Stephanie Sullivan	\$60,000 1 FTE		Course in Master Schedule	Passing rate for Alg.I repeat students	N/A

WIG 2:

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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Within Advanced Academics, Denton High School will increase the number of IB Diploma candidates who earn the full diploma to 60% and increase the IB exam passing rate to 72%. The percentage of AP students who pass AP exams will increase to 40%.

Review of IB and College Board (AP) prior year Summary reports with faculty. Utilization of Instructional Reports in TTESS goal formation with TTESS evaluator.	Principal, Associate Principal, Assistant Principal, Faculty members			Meeting with individual faculty and/or PLC groups TTESS documentation in Strive	Formation of instructional goals and objectives	Dec.. 2019 Apr. 2020
Learning Targets reflective of MYP unit plan goals	Faculty			Learning Targets displayed in classrooms that reflect rigor of unit plans (TTESS walkthroughs)	Increased passing rate of IB and AP exams Increased % of IB and AP students taking exams.	Jan 2019 May 2020 Summer 2020 (scores reported)
Evidence of student work at appropriate levels of rigor	Faculty Principal, Associate Principal Kim Thaggard (AP) IB Instructional Coach			TTESS Walkthroughs TTESS Pre and Post Observation Meetings PLC meetings	Increased passing rate of IB and AP exams Increased % of IB and AP students taking exams.	Oct. 2019 Jan 2020
Increase opportunities for student involvement through activities, organizations, and clubs/non-UIL teams (example - reinstate Chess Club)	Principal Associate Principal CLT			Review of current offerings and addition of requested organizations (ie, French National Honor Society and Mountain Bike Race Team)	Increase in organization memberships	October 2019 January 2020
Production of IB Self Study document for 2019-2020 audit	Administration, Beth	(IB funds)		Ongoing Instructional Training Conference of the	Completion of successful IB audit.	Jan. 2019 Summer 2020

WIG 2:

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10 C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Hughes, Crystal Sullivan, CLT			Americas		

**Texas Education Agency
2019 Closing the Gaps
DENTON H S (061901003) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	92.0%	82.2%	93.6%	93.9%	-	92.3%	-	100.0%	89.2%	89.4%	80.4%					
# Graduated	439	60	160	201	-	12	-	6	189	59	37					
Total in Class	477	73	171	214	-	13	-	6	212	66	46					
Total Indicators															0	7
English Language Proficiency Status																
Target											36%					
Target Met											N					
TELPAS Progress Rate											19%					
TELPAS Progress											37					
TELPAS Total											193					
Total Indicators															0	1
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	Y	N	N	Y	N	Y			Y	N	N	N	Y	N		
STAAR Component Score	47	34	40	59	36	75	43	-	38	32	15	40	49	43		
% at Approaches GL Standard or Above	72%	59%	66%	82%	58%	93%	71%	-	64%	58%	30%	65%	73%	70%		
% at Meets GL Standard or Above	50%	34%	41%	65%	37%	82%	57%	-	39%	31%	11%	42%	52%	44%		
% at Masters GL Standard	20%	10%	14%	29%	14%	51%	0%	-	12%	7%	3%	12%	22%	15%		
Total Tests	2,980	448	1,228	1,193	43	61	7	-	1,717	697	480	112	2,278	702		
Total Indicators															5	12
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y		
% Students meeting CCMR	61%	45%	60%	65%	100%	73%	100%	75%	53%	56%	77%	0%	66%	44%		
# Students meeting CCMR	281.0	25.5	102.5	135.5	1.0	9.5	1.0	6.0	104.0	34.5	33.0	0.0	237.5	43.5		
Total Students	457	57	170	207	1	13	1	8	195	62	43	4	359	98		

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
DENTON H S (061901003) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Indicators															9	9
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	99%	99%	100%	99%	100%	100%	100%	100%	99%	100%	98%	100%	99%	99%		
# Participants	1,519	230	661	568	21	33	5	1	906	402	242	58	1,117	402		
Total Tests	1,531	233	663	575	21	33	5	1	915	402	247	58	1,124	407		
Mathematics																
% Participation	99%	99%	100%	100%	100%	100%	-	50%	99%	100%	99%	100%	100%	99%		
# Participants	548	91	232	212	9	3	-	1	359	143	104	24	393	155		
Total Tests	551	92	232	213	9	3	-	2	362	143	105	24	394	157		

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



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...

Eduphoria
Classroom Walkthroughs (both Admin. And Instructional Coaches)
Assessment Planning
Lesson Plans
Technology
End of Course Results

Professional Learning Communities (Minutes)
 MYP Unit Planners
 Denton ISD Curriculum Documents
 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...
Professional Learning Communities working on focused goals ITS working as “Technology Instructional Coach” Active Instructional Coaches (Coaching) Staff with a Growth Mindset Increase in number of AP scholars Increase in number of National Merit Commended students Working Knowledge of TEKS	<ul style="list-style-type: none"> - Continued focus on administrative support of PLC groups (assistance, assets, and master schedule). - Continue work with English I and English II common assessment (with ITS and PLCs) - Support Advanced Academic faculty as curriculum/assessment changes come from College Board and IB. - Focus on in-class reading and writing across core curriculum.

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.)...

Denton High School will continue to support PLC groups in targeted areas to ensure that the curriculum that is delivered satisfies expectations of Denton ISD, the TEKS, College Board

and International Baccalaureate. Refinement of Eng. I and Eng. II common assessment will continue with the assistance of the campus ITS and focus on reading and writing.



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...

TEA Accountability Summary 2018 Stoplight High School Data Overview of 2018 State Accountability System TEA Distinction Designation Summary Campus Culture and Climate Survey College Board and IB snapshot
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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>Graduation rate - 94.6% CTE Coherent sequence graduates = 62% Attendance rate continues to improve (up to 95.3% from 94.55) Number of lowSES students dropped slightly (from 49.1% to 47.3%)</p>	<p>Procedures to address increased recent enrollment of Central American students (translation, assessing lack of educational/immunization records, social worker interventions, etc.)</p> <p>Mobility rate (especially of incoming 9th graders) continues to increase. Monitoring of at-Risk students needs to continue with targeted effort in completion of Alg. I and Eng. I.</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>Denton High School will focus on improving the academic success of its Low SES, African-American and Hispanic populations in English, Science, and Alg. I. We will also work closely with our feeder schools to communicate strategies to help our students who are subject to mobility issues.</p>
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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 (Spring of 2019) Campus surveys PTSA Feedback CLT Community Member Feedback
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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...

<p>Strengths...- Increased membership in PTSA which is involved in a number of campus level decisions as well as celebrations for teachers and staff.</p> <ul style="list-style-type: none"> - Focused effort on increasing communication with stakeholders has improved through the use of social media, Naviance, and School Messenger. - Our athletics, fine arts, UIL and International Baccalaureate programs have all established and maintained boosters, which continue to fundraise and support their respective organizations. - Each of these groups feels that there are open lines of communication between their organizations, as well as the individuals in their organizations, and the Denton High School administrative staff. 	<p>Needs - DHS needs to continue to improve communications with its Spanish-speaking families. While many of our letters and call-outs are bilingual, we need to increase the number of meetings where we employ school and district translators to communicate information and get questions in real time from our parents.</p> <ul style="list-style-type: none"> - Continue recruitment in PTSA (both membership and officers). - Continue updates to school website.

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 to improve communications with stakeholders and streamline/update channels of communication.</p>
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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...

Culture and Climate Survey 2019 Administrative Staff Feedback Demographics TAPR (2018) CLT feedback ALT feedback

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"> - Master Schedule development is coordinated between the Associate Principal and the Lead Counselor. - New Lead Counselor, academic counselor, and Vocational/CTE Counselor. - New Assistant Principal with background in CTE/CCMR. - Development of DHS Exec Committee. 	<ul style="list-style-type: none"> - IB constraints on Master Schedule development (and staffing) need to be reviewed. - Administrative goal for an increased number of classroom walkthroughs. - Recent administrative staff changes necessitate training and shared responsibilities for campus safety and security (drills, evacuation planning, OpsHeat tickets, etc.).

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.)...

Staffing changes in both Admin and Counseling have provided opportunities for growth in leadership at DHS. The DHS Exec Committee (comprised of Admin and Counseling reps) will play a crucial role in developing and coordinating responsibilities.



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...

Campus Culture and Climate Survey (2019)
Senior Surveys
Naviance feedback
TAPR
PTSA Feedback
CLT Community Member Feedback
New DHS Executive Committee Feedback

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"> - Development of New Denton High School plans/images has had a positive effect on stakeholder attitudes towards school leadership, the Board of Trustees, and DISD Central Administration. - 79.9% of seniors felt that the school was a safe and caring environment for students. - The administrative commitment to honoring educational time has continued to be a central “positive response” on faculty surveys. - Stakeholder groups feel that there are open lines of communication between their organizations, as well as the individuals in their organizations, and the Denton High School administrative staff. 	<ul style="list-style-type: none"> - DHS needs to continue to “promote our brand” and not solely rely on conventional media to tell the stories of DHS successes. - The DHS Community will need to be kept up to date on developments regarding the new school (as changes to the site over the next year will be largely unseen by the general public).

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>Denton High School will continue to utilize multiple communication channels to share the accomplishments of students, faculty, and staff.</p>
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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...

TEA Accountability Summary (TAPR 2017-2018) 2018-19 Stoplight High School Data Overview of 2018 State Accountability Safeguards TEA Distinction Designation Summary 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...
<ul style="list-style-type: none">- Average faculty experience is 11.6% above state average (up from 11.3%)- 34% of faculty has a Master’s Degree or higher (12% above state average).- Above state average for teachers who have 5+ years of experience.- Instructional coaches have conference periods/blocks dedicated to working with faculty.	<ul style="list-style-type: none">- We need to increase the number of highly qualified minority teachers on our campus to better represent our student population.- Continue the Teacher Orientation Program to help new teachers understand lesson planning (MYP), school expectations, and staff expectations.- Assign Instructional Coaches to First Year Teachers to mentor, observe, and coach in the areas of C&I and classroom management.- Continue to celebrate the successes of faculty.

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.)...

Denton High School has experienced a decline in the number of new hires over the last two years. To continue this trend of retention, DHS will need to continue to focus on new teacher development and celebrating the successes of faculty.



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...

AP Instructional Reports
IB Snapshot
National Merit
TEA Accountability Summary
2018 Stoplight High School Data
Overview of 2016 State Accountability System
TEA Distinction Designation Summary

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"> - IB Diploma Programme Scores - IB Diploma Programme Retention Rates - IB Diploma Programme College Acceptance Rate (100%) - TEA Distinction for Social Studies (4 years) - TEA Distinction for ELA (3 years) - 34 AP scholars - 7 Nation Merit Commended Scholars - Increase in Dual Credit completion 	<ul style="list-style-type: none"> - Increase scores in both Alg. I and in English. - Increase the number of low SES students that pursue/enter Advanced Academics - Designate a more precise form of multi-tiered intervention to support low performing students - Designate an Administrator and Counselor to oversee multi-tiered intervention - Early intervention with incoming 8th graders through vertical planning and 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.)...

Denton High School will work to intervene earlier in a student’s career to maximize their academic success and will encourage that they pursue advanced academics where applicable. IB and AP exam passing rates (and % tested) need to increase as well as the number of students completing Dual Credit courses. At-Risk student completion of English I and Algebra I (both course and EOC) needs to be addressed.



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...

BrightBytes Survey ITS Feedback CLT Feedback
--

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>New ITS has greatly improved technology and Chromebook usage across the campus.</p> <ul style="list-style-type: none"> - Increased # of Chromebooks on campus this year (140) available to teachers NOT on district chromebook initiative. - All Science, Math, ELA, and Social Studies classrooms have 2:1 Chromebook access <p>61% of teachers report a typical student to computer ratio of 2:1 or 1:1</p> <p>69% of teachers feel confident in their foundational technology skills.</p> <p>82% of teachers feel using technology enhances learning and their daily life.</p> <p>71% of teachers feel they can learn new technology/skills easily</p> <p>82% of teachers receive instructional tech planning within a week of their request.</p>	<p>Update website for efficiency and ease of use.</p> <p>Reward and recognize teachers who successfully integrate technology in learning.</p> <p>Teachers want more training on the use of multimedia skills (recording/editing).</p> <p>Maintain wifi quality/connectivity in the extremes of campus.</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>Denton High School has the infrastructure and access available to technology for teachers and students to increase 21st century learning skills. Teachers need more support in learning how to use these tools with their content areas. Tech-infused professional development that models the use of technology for teaching and learning is a quick way to show teachers how and when technology can enhance learning. Highlighting and celebrating teachers as active and engaged in digital learning will support and promote the use of technology in the classroom.</p>
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Summary of Priority Needs

Demographics...

Denton High School will focus on improving the academic success of its Low SES, At-Risk, African-American and Hispanic populations in English and Alg. I. We will also work closely with our feeder schools to communicate strategies to help our students who are subject to mobility issues.

Student Achievement...

Denton High School will work to intervene earlier in a student's career to maximize their academic success and will encourage that they pursue advanced academics where applicable. IB and AP exam passing rates (and % tested) need to increase as well as the number of students completing Dual Credit courses. At-Risk student completion of English I and Algebra I (both course and EOC) needs to be addressed.

School Culture and Climate...

Denton High School will continue to utilize multiple communication channels to share the accomplishments of students, faculty, and staff.

Staff Quality, Recruitment and Retention...

Denton High School has experienced a decline in the number of new hires over the last two years. To continue this trend of retention, DHS will need to continue to focus on new teacher development and celebrating the successes of faculty.

Curriculum, Instruction, and Assessment...

Denton High School will continue to support PLC groups in targeted areas to ensure that the curriculum that is delivered satisfies expectations of Denton ISD, the TEKS, College Board and International Baccalaureate. Refinement of Eng. I and Eng. II common assessment will continue with the assistance of the campus ITS and a focus on reading and writing.

Family and Community Involvement...

Continue to improve communications with stakeholders and streamline/update channels of communication.

School Context and Organization...

Staffing changes in both Admin and Counseling have provided opportunities for growth in leadership at DHS. The DHS Exec Committee (comprised of Admin and Counseling reps) will play a crucial role in developing and coordinating responsibilities.

Technology...

Denton High School has the infrastructure and access available to technology for teachers and students to increase 21st century learning skills. Teachers need more support in learning how to use these tools with their content areas. Tech-infused professional development that models the use of technology for teaching and learning is a quick way to show teachers how and when technology can enhance learning. Highlighting and celebrating teachers as active and engaged in digital learning will support and promote the use of technology in the classroom.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Karen Crockett
Teacher	Carl Herrmann
Teacher	Brandon Slimmer
Teacher	Charles Brown
Teacher	Matt Naylor
Teacher	Brian Wilson
Teacher	
Campus-Based Nonteaching Professional	Kathleen Ashton
Campus-Based Para or Operations Staff Rep	Leslye Rosin
District-Level Professional	Daniel Lopez
Parent Rep	Laura Boring
Parent Rep	Ellen Sawko
Community Rep	Chris Weatherly
Community Rep	Chris Garcia
Business Rep	Weston Thaggard
Business Rep	Jen Fowler

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

Date	Time	Location
09/23/19	4:15p.m.	DHS - Rm. 106
10/21/19	4:15p.m.	DHS - Rm. 106
12/02/19	4:15p.m.	DHS - Rm. 106
02/24/19	4:15p.m.	DHS - Rm. 106
04/06/19	4:15p.m.	DHS - Rm. 106

Calhoun Middle School



Campus Improvement Plan 2019-20

Table of Contents

- 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

School Vision

School Values

WIG 1: Students will increase Meets percentage by 3-10% as measured by STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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1.

Continue with full implementation of workshop model.	ALL ELAR			Unit Planners, running records, assessments	MAP scores, district assessments, STAAR	
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Reading intervention class will utilize Achieve3000 and other techniques to grow struggling readers	Reading intervention teacher, admin, curriculum,			Achieve reports	MAP and Achieve growth data	
Math Intervention teacher will use IXL to help in closing the gaps for our struggling students	Math intervention teacher			IXL growth data	Common assessments, STAAR simulation, STAAR	
Have high quality, quarterly vertical alignment and data days		\$12,000		Lesson plans and unit development		
Utilize web-based learning tools(brainpop, flocabulary, Moby Max,)		\$8,000		Usage reports, lesson plans		
Science will utilize tutorial blitz before STAAR test		\$1,200				
Integrate technology to enhance instruction and acquire emerging forms of technology devices to decrease the student to device ratio so that at risk students have more access to online resources and opportunities for online collaboration and remediation						
Acquire resources for remediation for those students that are at risk of failing STAAR test		\$2,000				
We will utilize our ACE Club afterschool program to work with our at risk students.						

WIG 1: Students will increase Meets percentage by 3-10% as measured by STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
ACE will provide enrichment and assistance for our students as well as providing high interest clubs for them to participate in						

WIG 2: Address student's Social and Emotional Learning

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
We will bring in Aim for Success for small group presentations on Bullying, Drug and Alcohol education, online safety.	SAC, Admin	\$3,000		Follow up with students in surveys and informal conversations	Fewer bully reports and social media conflicts	
Campus wide Positive Reinforcement- cougar bucks, class/ grade level "stores" and end of semester drawings	SAC, team leads	\$1,000		Students using Cougar Bucks in stores and teachers handing them out for positive behaviors	Fewer office referrals,	
Open and maintain on campus food pantry	Counselors,	\$500		Students taking home bags of food to help with family food insecurity		
Communities in Schools will case manage up to 100 at-risk students and provide on-going services in 6 components	CIS on campus Coordinator	\$12,000		Logs of meeting with students and data sheets from CIS	Student's needs are being met	
ACE program will support our students after school	ACE coordinator			Roll sheets from ACE	Fewer failures from those participating in ACE program	

**Texas Education Agency
2019 Closing the Gaps
CALHOUN MIDDLE (061901045) - DENTON
ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										39%						
TELPAS Progress										66						
TELPAS Total										171						
Total Indicators																
															1	1
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	Y	Y	N	Y		Y		N	Y	N	N	Y	Y	Y		
STAAR Component Score	47	38	38	61	34	88	-	50	39	35	18	45	48	46		
% at Approaches GL Standard or Above	75%	71%	68%	84%	63%	100%	-	72%	68%	63%	35%	76%	75%	74%		
% at Meets GL Standard or Above	45%	28%	33%	62%	25%	93%	-	55%	34%	30%	14%	38%	45%	42%		
% at Masters GL Standard	22%	14%	12%	36%	13%	70%	-	22%	14%	11%	6%	22%	23%	21%		
Total Tests	2,034	238	974	691	16	57	-	58	1,290	656	292	93	1,588	446		
Total Indicators																
															8	12
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
CALHOUN MIDDLE (061901045) - DENTON
ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Indicators																
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	97%	100%	100%		
# Participants	723	90	346	244	6	18	-	19	471	235	107	32	545	178		
Total Tests	724	90	346	245	6	18	-	19	472	235	107	33	546	178		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	97%	100%	100%		
# Participants	723	90	346	244	6	18	-	19	471	235	107	32	545	178		
Total Tests	724	90	346	245	6	18	-	19	472	235	107	33	546	178		

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



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...

Eduphoria
Learning Walks
Assessment Planning
Professional Learning Communities
MYP Unit Planners
Denton ISD Curriculum Documents

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>Common lesson planning has improved in every content area. STAAR scores show that are teachers are teaching and assessing at similar rates.</p> <p>IB helps us to strengthen our alignment across our curriculum</p> <p>IB Units have helped us deliver a wide range of assessments</p> <p>IB Units require that we meet each student where they are at, and differentiate our assessments and lessons</p> <p>We already hold regular meetings for alignment of process standards</p> <p>The IB Approaches to Learning help us create 21st Century Learners</p> <p>IB requires units to be graded on rubrics, which aides in creating clearly specified and appropriate expectations.</p>	<ul style="list-style-type: none">- Unit Planners- IB requires at all units taught be presented in a specific format. Our IB Coordinator works with our teachers to keep our Unit Planners up to date- Calhoun continues to strengthen common formative assessments, ensuring that student’s learning is moving along as planned

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 for co-created rubrics would help align student learning.

to more productive and student centric assessments and more well aligned IB assessments

Continued dedication of time and increased time for peer review and collaborative work on units and assessments provided during the work day

Utilize PLC days to plan for differentiation and formative assessments for upcoming units



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...

TEA Accountability Summary TEA Distinction Designation Summary 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...
Our attendance rates continue to improve We had to add more section of Honors classes to fulfill the student requests. EXPO population is at 16.5%	Mobility continues to be a factor on our campus- most current data shows us at 17.3% Our ELL population is at 24% At-Risk population is at 50%

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 goal will be to build positive relationships with our students. Our Cougar store will be used as our positive reinforcement tool to encourage students to earn Cougar Bucks for both academic and social behaviors.



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
TAPR
PTSA Feedback

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...- We have several social media outlets that are available. We restructured our meet the teacher to a parent learning opportunity. We are planning on having a career day where we have both degreed and skilled employees talk about their jobs and the pathways to it.</p>	<p>Needs - We need to increase our outreach efforts. We continue to hire bilingual staff to better our communication with parents.</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>Calhoun will work on leveraging our social media to inform and involve parents. We will work on hosting a parent night in the Fall and Spring. We will host a parent informational specifically for our ELL students. We will invite community members into our school for Career Day.</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...

Administrative Staff Feedback Demographics TAPR

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 continue to be creative with our Master Schedule when planning all the requirements that the state and IB want us to meet.</p> <p>All grade level core teachers have common planning periods to accommodate for lesson planning and data review together.</p> <p>All departments, the exception of Language and Literature, have common planning periods.</p> <p>We have had several teachers just completed or are currently working on advanced degrees in leadership.</p> <p>Our campus committee plan has proven to be effective in some areas of our campus.</p>	<p>The layout of our building continues to make supervision a challenge.</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 continue with our campus committee work and include the voice of all our teachers in our decision making.



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...

Campus Culture and Climate Survey TAPR PTSA Feedback CLT Community Member Feedback

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>Teachers are satisfied with their job per our campus culture and climate survey</p> <p>Teachers want to make a positive impact on our campus</p>	<p>Our passing periods need more consistent supervision.</p> <p>Parents want better communication</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 continue to involve teachers and parents in planning our procedures. We will work on our communication home with Email blasts and Phone outs.



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...

TEA Accountability Summary 2016 Stoplight High School Data Overview of 2016 State Accountability Safeguards TEA Distinction Designation Summary 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...
<ul style="list-style-type: none">- - 32.8% of all staff have a Master's Degree or higher- - 31% of staff have 11-20 years of experience- - 69.3% of staff are teachers- - 50.8% of staff are identified as minority which is in-line with our students population- - Years of experience is higher than the state average- We have increased our Hispanic staff numbers to better mirror our demographics.	<ul style="list-style-type: none">- Only 1.6% have their doctorate- - 50% of the staff has 1-10 years of experience- - Mentorship to assist in the retention fo staff 0-6 years of experience.-

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 our campus has a healthy retention of staff members, retention of beginning and 1-5 year teachers continues to be a struggle for ours and every campus state-wide.

A 0-3 year mentoring program for outside assistance would be beneficial for staff to navigate through the growing pains of the early years of teaching.

Our pay is higher than the state average district wide.



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...

TEA School Report Card 2017-2018
Texas Academic Performance Report 2016-2017
8th grade STAAR results (from admin) for 1st round 2017-2018
2017-2018 MAP (reading/math) test results from Fall, Winter, and Spring

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">- We received 4 of 7 Distinctions from TEA based on our STAAR results. They were in ELAR, Science, Social Studies, and PostSecondary Readiness.- We earned an overall Score of 80% which puts us at a State Report Card grade of a B.	<p>We still have many sub-populations that we need to work on achievement for. We will target these populations and work on overall growth.</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 are going to get more training on MAP assessment to better target our struggling students. We will identify them early and work on getting them off the at risk of failing list. We will continue to work on the growth of all students while not losing focus of increased literacy levels.



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...

BrightBytes 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>According to Bright Bytes, this campus is proficient</p> <p>Core subjects are getting access to Chromebooks in their classrooms</p> <p>Many departments on campus have adequate access to technology</p> <p>Teachers are taking advantage of the opportunities for more technology training (i.e., TIA)</p>	<p>Increase online collaboration between teacher-to-teacher, teacher-to-student, and student-to-student. Google Classroom will help this along.</p> <p>Leverage teachers who successfully integrate technology in learning.</p> <p>Work on more online assessments to better prepare our students for future state tests that will be exclusively online.</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.)...

Our device to student ratio is the best it has ever been. We will continue to push out new ideas to teachers and allow them to use what works for them in their classroom. We continue to survey teachers to make sure we are securing the very best online resources for remediation for our students.



Summary of Priority Needs

Demographics...

Our goal will be to build positive relationships with our students. Our Cougar store will be used as our positive reinforcement tool to encourage students to earn Cougar Bucks for both academic and social behaviors.

Student Achievement...

We are going to get more training on MAP assessment to better target our struggling students. We will identify them early and work on getting them off the at risk of failing list. We will continue to work on the growth of all students while not losing focus of increased literacy levels. .

School Culture and Climate...

We will continue to involve teachers and parents in planning our procedures. We will work on our communication home with Email blasts and Phone outs.

Staff Quality, Recruitment and Retention...

While our campus has a healthy retention of staff members, retention of beginning and 1-5 year teachers continues to be a struggle for ours and every campus state-wide.
A 0-3 year mentoring program for outside assistance would be beneficial for staff to navigate through the growing pains of the early years of teaching.
Our pay is higher than the state average district wide.

Curriculum, Instruction, and Assessment...

Professional development for co-created rubrics would help align student learning to more productive and student-centric assessments and more well-aligned IB assessments.
Continued dedication of time and increased time for peer review and collaborative

work on units and assessments provided during the work day
Utilize PLC days to plan for differentiation and formative assessments for
upcoming units

Family and Community Involvement...

Calhoun will work on leveraging our social media to inform and involve parents. We will work on hosting a parent night in the Fall and Spring. We will host a parent informational specifically for our ELL students. We will invite community members into our school for Career Day.

School Context and Organization...

We will continue with our campus committee work and include the voice of all our teachers in our decision making.

Technology...

Our device to student ratio is the best it has ever been. We will continue to push out new ideas to teachers and allow them to use what works for them in their classroom. We continue to survey teachers to make sure we are securing the very best online resources for remediation for our students.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Amy Taylor
Teacher	Alyssa Stevenson
Teacher	Tina Benton
Teacher	Nick Amendola
Teacher	Chris Born
Teacher	
Teacher	
Campus-Based Nonteaching Professional	Chris Slocum
Campus-Based Para or Operations Staff Rep	
District-Level Professional	Grace Ann McKay
Parent Rep	
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
11/7/19	3:45	CMS Library
2/6/20	3:45	CMS Library
3/5/20	3:45	CMS Library
5/5/20	3:45	CMS Library

McMath Middle School



Campus Improvement Plan 2019-2020

Table of Contents

- 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 community creates an inclusive culture that builds relationships and develops solution-driven individuals within a comprehensive educational experience.

School Vision

All students will be lifelong learners, confident risk-takers, and problem solvers who appreciate the diverse cultures of others, so that they can positively impact their local and global communities.

School Values

- Building Relationships
- Learning for all using best practices
 - Self Directed
 - Life-Long Learning
 - Solution Based Problem Solving
- Working together
- Keep all Tigers accountable with High Expectations
- Be intentional with what we do AND with a purpose
- Sustainability
- Transparency
- We are One

WIG 1: McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy (to include reading and writing) through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students score at least 85% at the approaches level, at least 60% of a at the meets level, and least 35% at the masters level according to the 2020 reading STAAR test. (2019 was 78% approaches, 52% meets, and 30% masters school-wide)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
6th grade ELAR/EXPO teachers will continue the workshop model. 7th and 8th grade ELAR/EXPO teachers will fully implement the workshop mode.	C&I ISTs Campus Admin Teacher	Campus and/or AK Funds		Class Lists Lesson Plans Classroom Observation PLC Agenda Campus & District Level PD	Program Assessments Common Assessments 2019 STAAR MAP BOY/MOY/EOY results	October January April
Provide targeted intervention for the students below grade level in reading and math	Campus Admin Teacher	Campus and/or AK Funds		Class lists of reading & math intervention classes A3K and IXL usage	Program Assessments Common Assessments 2019 STAAR Admin monitoring program progress DMTSS progress monitoring MAP BOY/MOY/EOY results	October January April
Science, Social Studies, and Electives will support literacy (reading & writing) through Delivery of cross curricular reading & writing lessons at least one time per week	Campus Admin Teacher	Campus and/or AK Funds		Lesson Plans PLC Agenda	Program Assessments Common Assessments 2019 STAAR MAP BOY/MOY/EOY results	October January April
Provide professional development that supports best practice instructional strategies for all subjects, to include, but not limited to: ~Lucy Calkin's Readers & Writers Workshop ~HomeGrown Institute ~Teacher's College Wksp ~District lead PD ~McMath Lead PD ~North Texas Teen Book Fair ~Assessment for Learning (AFL) ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Pin-Point ~ESL strategies ~Local, State, and National Conferences	C&I ISTs Campus Admin Teacher Cadre Teachers	Campus and/or AK Funds		Record of Attendance Classroom Observation PLC Agenda Lesson Plans	Observation Reports 2019 STAAR MAP BOY/MOY/EOY results	October January April

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Partner with community agencies to provide on or off-campus educational experiences for staff, students, and parents to include, but not limited to: ~UNT ~TWU ~Other colleges/universities ~Other Denton ISD schools ~Museums ~Therapy Dog Program - Kids read to dogs	C&I ISTs Campus Admin Teachers Partners	Campus and/or AK Funds		Record of Attendance Staff Lesson Plans Partner Agency Lesson Plans Classroom Observations PLC Agenda	Program Assessments Common Assessments 2019 STAAR Admin monitoring program progress DMTSS progress monitoring MAP BOY/MOY/EOY results	October January April
Build middle school literacy library (school library & classroom) to support and strengthen reading at all levels in all classrooms in all subjects.	IST Campus Admin Librarian Teachers	Campus and/or AK Funds		Purchase Order Book Inventory	Record of library usage Record of Library check-outs Record of classroom library usage	October January April
Integrate technology to enhance instruction and acquire emerging forms of technology devices to decrease the student to device ratio so that students have more access to online resources and opportunities for online collaboration	Campus Admin Teachers IST CTE	Campus and/or AK Funds		Lesson Plans Classroom Observations Technology checkout Purchase of technology equipment and/or accessories	Program Assessments Common Assessments 2019 STAAR Admin monitoring program progress MAP BOY/MOY/EOY results	October January April
Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.	Campus Admin Teachers	Campus and/or AK Funds		PLC Agenda Admin participation	Common Assessments 2019 STAAR Admin monitoring program progress MAP BOY/MOY/EOY results	Monthly
Targeted education will be provided for LEP, SPED and AA students with a focus on building reading and academic language to	Campus Admin Teachers	Campus and/or AK Funds		Lesson Plans Classroom Observations Technology checkout	Common Assessments 2019 STAAR Admin monitoring program	October January April

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
close the gaps.				Admin monitoring of A3K and IXL usage Class lists Lesson Plans Classroom observation PLC Agenda	progress MAP BOY/MOY/EOY results TELPAS	
Creation of a PLC/PD room to provide space for all content areas, admin, and district level personnel to utilize to collaborate, breakdown data, and plan to increase opportunities for literacy success	Campus Admin Teachers	Campus and/or AK Funds		PLC/PD Room ready for use and being used by various stakeholders Posted 'work' around the room	Program Assessments Common Assessments 2019 STAAR PLC Agendas DMTSS progress monitoring MAP BOY/MOY/EOY results	October January April
Provide opportunities for parents to be involved in instructional best practices to include, but not limited to: ~Various academic nights ~Volunteer opportunities	Campus Admin Teachers ISTs PTA	Campus and/or AK Funds		Record of Attendance PLC Agenda Events planned for parents	Program Assessments Common Assessments 2019 STAAR DMTSS progress monitoring MAP BOY/MOY/EOY results	October January April

WIG 2: Create a culture that will foster social and emotional well-being for staff and students, so that they feel safe (physically and emotionally), so that McMath will be an environment where learning can take place and where staff and students are valued, appreciated, and recognized.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement and monitor Restorative Practices (RP) campus wide ~TUMS ~Relationship agreements (staff and students) ~90 second spark ~2-minute conversation ~Mood Meters ~Re-entry Circles ~Circle protocols ~Needs assessment ~Why Try Curriculum in ISSC ~HERD Club	Admin Counselor Teachers Paras	Campus and/or AK Funds		RP implemented campus wide Posted in classrooms Lesson Plans Admin walkthroughs Team Meeting minutes DMTSS Records	Employee Engagement Survey Student Survey Parent Survey Review of discipline reports, attendance, and grades CREST Award	October January April
House Bill lessons ~Suicide awareness and prevention ~Bullying awareness and prevention ~Dating Violence awareness and prevention ~Sexual Abuse awareness and prevention ~Drug and Alcohol awareness and prevention	Admin Counselors Teachers	Campus and/or AK Funds Counseling dept.		Counselor Lesson Plans and calendar Teacher lesson plans	Student Self-assessments Employee Engagement Survey Student Survey Review of discipline reports, attendance, and grades CREST Award	October January April
Appreciation & Recognition for staff & students, including, but not limited to: ~Students of the 9 weeks ~Staff of the Month ~Teacher of the Year ~Implementation of the HOPE Box ~Sonic Stars ~Academic Team Awards ~Academic Awards Assembly ~Appreciation items ~Appreciation cards ~HOPE Basket and HOPE club ~Provide opportunities for staff to influence decisions	Admin Counselors Teachers	Campus and/or AK Funds Community donations		Front Office Display Social Media Posted in classrooms Admin walkthroughs Team Meeting minutes DMTSS Records PLC Agendas	Employee Engagement Survey Student Survey Review of discipline reports, attendance, and grades CREST Award	October January April

WIG 2: Create a culture that will foster social and emotional well-being for staff and students, so that they feel safe (physically and emotionally), so that McMath will be an environment where learning can take place and where staff and students are valued, appreciated, and recognized.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
~Campus-wide Book Study of <i>Work Place Appreciation Language</i>						
<p>Providing physical, social, and emotional supports including, but not limited to:</p> <p>~Counselor Resource Room ~Creation and monitoring of the counselor Facebook page ~Therapy Dog Program - Kids read to dogs</p>		<p>Campus and/or AK Funds Counseling dept. Partners</p>		<p>Counselor Resource Room Creation and monitoring of the counselor Facebook page</p>	<p>Employee Engagement Survey Student Survey Parent Survey Review of discipline reports, attendance, and grades CREST Award</p>	<p>October January April</p>
<p>Updating the physical grounds of McMath both inside and outside to provide a culture of safety and belonging including, but not limited to:</p> <p>~Adding/updating security cameras ~Updating the secure access in the front lobby ~Update the landscaping around the building ~Update the lobby to be more inviting and current ~Add banners that show the McMath Mission, Vision, and the values ~Paint the cafe ~Add welcome sign (in many languages) in the front foyer</p>		<p>Campus and/or AK Funds Community donations</p>		<p>Adding/updating security cameras Updating the secure access in the front lobby Update the landscaping around the building Update the lobby to be more inviting and current Add banners that show the McMath Mission, Vision, and the values Paint the cafe Add welcome sign (in many languages) in the front foyer Garden Club</p>	<p>Employee Engagement Survey Student Survey Parent Survey Review of discipline reports, attendance, and grades CREST Award</p>	<p>October January April</p>

**Texas Education Agency
2019 Closing the Gaps
MCMATH MIDDLE (061901046) - DENTON ISD**

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Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	16	20	80%	30.0%	24.0
Growth Status	9	19	47%	50.0%	23.5
ELP Status	1	1	100%	10.0%	10.0
Student Success Status	11	12	92%	10.0%	9.2
Closing the Gaps Score					67

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%	16	20
% at Meets GL Standard or Above	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	36%	Y	Y		
# at Meets GL Standard or Above	388	35	118	206	1	21	-	58%	150	59	16	13	307	81		
Total Tests (Adjusted)	726	85	291	311	1	26	-	12	377	186	93	23	564	162		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
% at Meets GL Standard or Above	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	52%	Y	N		
# at Meets GL Standard or Above	370	32	115	193	1	24	-	5	138	63	18	12	298	72		
Total Tests (Adjusted)	726	85	291	311	1	26	-	12	377	186	93	23	564	162		
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
% at Meets Target	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	65	Y	Y		
Academic Growth Score	71	69	66	75	0	88	-	75	69	72	55	61	70	73		
Total Tests	488.5	55.5	179.0	223.0	0.0	22.0	-	9.0	243.5	119.0	47.5	14.0	386.0	102.5		
Math Target	689	81	272	298	1	25	-	12	351	165	87	23	548	141		
% at Meets Target	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	70	Y	Y		
Academic Growth Score	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Total Tests	N	N	N	N	N	N	N	N	N	N	N	N	N	N		
% at Meets Target	65	63	61	69	0	73	-	75	61	61	51	66	66	59		
Academic Growth Score	457.0	51.0	174.0	205.5	0.0	17.5	-	9.0	221.5	111.5	46.0	14.5	371.0	86.0		
Total Tests	704	81	287	299	1	24	-	12	366	182	90	22	559	145		
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a	9	19
Total Tests	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		

**Texas Education Agency
2019 Closing the Gaps
MCMATH MIDDLE (061901046) - DENTON ISD**

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status	36%															
Target	Y															
TELPAAS Progress Rate	45%															
TELPAAS Progress	61															
TELPAAS Total	137															
Total Indicators																
Student Success Status	1															
Target	1															
Target Met	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
STAAR Component Score	52	43	42	61	75	81	-	51	42	37	23	56	53	49	Y	Y
% at Approaches GL Standard or Above	81%	72%	74%	88%	100%	96%	-	84%	73%	68%	44%	91%	82%	78%	Y	Y
% at Meets GL Standard or Above	51%	39%	38%	63%	100%	85%	-	46%	37%	31%	17%	50%	52%	46%	Y	Y
% at Masters GL Standard	25%	18%	15%	33%	25%	63%	-	24%	15%	12%	7%	27%	26%	24%	Y	Y
Total Tests	2,198	254	868	953	4	82	-	37	1,129	560	272	64	1,709	489		
Total Indicators																
School Quality Status	11															
Target	11															
Target Met	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
MCMATH MIDDLE (061901046) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators Participation	EL (Current & Monitored) +										Non-Continuously Enrolled	Total Met	Total Evaluated
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)			
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading													
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	768	93	306	323	2	32	-	12	407	95	26	569	199
Total Tests	768	93	306	323	2	32	-	12	407	95	26	569	199
Mathematics													
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	766	93	304	323	2	32	-	12	405	95	25	569	197
Total Tests	766	93	304	323	2	32	-	12	405	95	25	569	197

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



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...

- Common Assessments; both provided district-provided and counterpart-created
- Formative, major/ minor summative assessments
- Student Surveys and Conferences
- TELPAS
- TTESS
- STAAR

- SRI and/or MAPS
- Data is reviewed and analyzed during:
 - Curriculum Writing Committees
 - Professional Learning Communities (PLC)
 - Campus Leadership Team
 - ARD Meetings
 - DMTSS

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"> ● Common assessment data is analyzed during PLC’s to guide instruction and assessment ● Curriculum writing committees meet every grading period to evaluate data and update curriculum ● Classroom instruction and assessments are based on TEKS ● Teachers track data from multiple sources and collaborate within an academic team to address the whole student ● Experienced staff with a track record of successful standards-based instruction ● Opportunities for staff-lead researched based, professional development ● Weekly collaboration in grade-level subject areas to review standards and create instructional strategies ● Utilization of released STAAR materials to establish sufficient rigor for instruction ● Implementation of Dufours’ PLC model in our departments 	<ul style="list-style-type: none"> ● Establish time for teachers to collaborate in order to implement current professional development ● Improve student self-assessment of achievement ● Explore flipped and blended classroom instruction models to utilize online instructional tools more uniformly and effectively ● Establish strong PLC practices that allow for open discussion and professional learning in all content areas ● Implement next steps of Assessment for Learning strategies (co-creating success criteria, Self-Assess and Goal Setting, across the campus ● Literacy training for non-ELAR teachers to ensure cross-curricular instruction and support of literacy

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Effective use of technology within classrooms ● Implementation of Reading and Writing Workshop in our ELAR classrooms ● Utilizing Learning Targets and Language objectives with fidelity in all contents ● Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, and 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"> ● With the DHS learning community focus on literacy, our non-ELAR staff need training in ways to incorporate and support literacy instruction within their contents. [Campus / SCE funds] ● Systematic approach to vocabulary, both academic and non-academic. [Campus / SCE funds] ● Include necessary vocabulary lists per grade level within curriculum documents. [Campus / SCE funds] ● Establish strong PLC practices that allow for open discussion and professional learning in all content areas [Campus / SCE funds] ● Implement next steps of Assessment for Learning strategies (co-creating success criteria, Self-Assess and Goal Setting, across the campus [Campus / SCE 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...

- STAAR Summary Reports 2013-2018
- AEIS Reports 2013-2018
- These reports included data on enrollment, attendance, ethnicity, gender, mobility, special programs, etc.

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"> ● McMath attendance zone and school numbers means that we have room to grow in amount of students. Most of McMath’s population does not fluctuate ● While our numbers are slowly growing, our numbers in economically disadvantaged are also growing ● Our mobility numbers have held steady over the past 5 years ● The diversity of the student body has steadily grown over the past 3-4 years ● Our geographical zone has expanded to include a few new neighborhoods <ul style="list-style-type: none"> ○ These neighborhoods have helped our ethnic diversity to grow and change ○ This zone also has several new housing subdivisions that are currently under construction which will surely increase our enrollment in the future 	<ul style="list-style-type: none"> ● While our faculty is more balanced than most in gender, our teacher population is not as diverse as our students ● While our numbers are slowly growing, our numbers in mobility and economically disadvantaged are also growing. <ul style="list-style-type: none"> ○ As the percentage increases, our campus needs to be thoughtful of assistance programs to help these students cope with the stresses of living in a household with a low income ● As our ethnicity has become more diverse, our ELL population has grown as well in a proportionate manner <ul style="list-style-type: none"> ○ As a campus, this offers an additional challenge as we, as a staff, become more sensitive to, aware of and equipped to serve this growing population ● A large portion of our new neighborhood includes apartment complexes and rental properties <ul style="list-style-type: none"> ○ As our number of families that qualify as Econ Dis increases, the number of transient families will most likely also increase. Students that are considered "mobile" are at a disadvantage because they are lacking a solid and consistent baseline for their education ○ With each move, those students most likely are acquiring gaps in the educational process ○ Students may perform below grade level due to the gaps. Students may also be missed for identification in special programs such as Special Education, Dyslexia and other learning difficulties, 504 identification, etc.

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 McMath faculty is more balanced than most in gender, our teacher population is not as diverse as our students. [District FTEs]
- The LEP and Econ Dis student population has risen and there is a need for focus of specific interventions and supports. [Campus / SCE funds]



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...

- Sign in sheets from locker move in
- Quantity of families at 6th grade science night
- Quantity of families at 8th grade STAAR night
- PTA involvement by parents
- Parent volunteers at events including but not limited to sporting events, school educational events, club events and fine arts activities
- Staff and parent volunteer logs

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"> ● Weekly/monthly communication from staff with parents and guardians ● Social Media communication has increased ● Positive and negative communication home ● Parents are responsive to needs of teachers and staff ● Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more ● High levels of social media and email and phone blast are keeping parents in the loop ● Weekly Kid-to-Kid opportunities to connect with others from across the globe ● PTA was mentioned as the 'Best PTA we have had in years' 	<ul style="list-style-type: none"> ● More parent involvement in the PTA ● More parent involvement within the classroom in reference to student educational achievement ● Increased parental and guardian participation in counselor sponsored events for student mental and emotional well-being ● More ELL parent involvement with the school to support their student's education ● Community involvement at MMS to support education, sporting events and other student achievement groups

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"> ● Our campus would benefit from more community involvement with our students. [Campus / SCE funds] ● Possible community event hosted by MMS. [Campus / SCE funds] ● Continue events at MMS that support parent participation. [Campus / SCE funds] ● More parent involvement in the PTA
--



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...

- Professional Learning Communities within the math, science, ELAR, social studies, electives, and SpEd.
- Core content teams in each hallway: 6-1, 6-2, 7-1, 7-2, 8-1, & 8-2. Each team either has support in ESL or SpEd.
- Master Schedule to place students in the most effective learning environment.
- Duty rosters for teachers to ensure student safety. Teachers are assigned to duty stations to ensure student supervision before and after classes weekly.
- Formal communication: Staff meetings, teacher talk, email, conference calls, newsletters, and PLC.

- Informal communication is through social media (twitter, Facebook, and etc.), face-to-face conversations, and email.
- Formal leader is our Principal and 3 Assistant Principals.
- Informal leaders include department heads, team leaders, UIL campus coordinators, TCC representatives, and assessment for learning cadre.
 - 3 counselors are available for scheduling and student support. One counselor is available for student health and wellness.
 - Supervision structure include principal, assistant principals, counselors, teachers, and SRO actively monitoring and facilitating hallways and classrooms. Teachers are also manning duty stations, indoor and outdoor, to supervise students.
 - McMath collectively make decisions through staff meetings, teacher talk, CIP, and PLCs.
 - The physical map of McMath is used through different colors of duct tape. Each department assigned a color and the school has duct tape on the floor to guide students to where they need to go. We also have school map handout located in the front office.

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"> ● McMath has a large number of Teacher Leaders on campus. ● Effective communication between staff and parents through TAC emails ● Organized duty stations ● Supervision inside and outside the campus is actively monitored by staff ● Core content teams are effective ● Organized and effective staff meetings, PLC, and collaboration in staff 	<ul style="list-style-type: none"> ● Need to add additional SpEd and ESL staff members ● Need to add additional elective staff members ● Dedicated teachers for math accelerated ● TAC emails that can translate into different languages to communicate with the ESL population. ● Inaccurate personal contact information of parents in TAC. ● Ensuring parents are proactive with their child through HAC.

- | | |
|--|--|
| | <ul style="list-style-type: none">● Better inform parents about HAC and the use of it. |
|--|--|

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">● Communication with the ESL population is a strong need for McMath. [Campus / SCE funds]● Ensuring that ESL parents are connected and plugged into our school is vital for student-success. [Campus / SCE funds]● McMath needs additional support in translation when sending out TAC emails to parents. Teachers also struggle communicating with various parents due to inaccurate email, phone numbers, and addresses. [Campus / SCE funds]● Many parents are also unaware of HAC. [Campus / SCE funds]● Need to add additional SpEd and ESL staff members● Need to add additional elective staff members |
|--|



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...

- Qualitative teacher data
- Student Writing prompts
- Students' written responses
- Qualitative student data
- Employee Engagement Survey
- Student SAC 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...
<ul style="list-style-type: none"> ● Relationships built by staff with students ● McMath is family ● Inclusive culture that welcomes stakeholders from the front office to the classroom ● Committed staff ● Staff is happy to be at work ● High but achievable expectations that allows students to reach goals ● Staff is helpful ● Teachers are involved ● Students living out our inclusive culture by helping peers and teachers ● Staff feels that administration is creating a positive culture ● Employee Survey reveals: <ul style="list-style-type: none"> ○ Principal trust staff to make good decisions ○ Staff works in an atmosphere where this is mutual respect ○ Principal encourages collaboration ○ Principal implements policies fairly ○ Staff trust the principal to make good decisions ○ Principal is an effective leader ● Student Survey showed many gains from last year <ul style="list-style-type: none"> ○ 20% jumps (70s to the 90s) where students feel safe and welcome in the school 	<ul style="list-style-type: none"> ● Increased emphasis on traditions ● Increased need of feedback from parents to help better inform decisions for all stakeholders ● Differing opportunities for extracurricular activities ● Involve students in determining extra curricular activity options ● Appreciation of staff ~ 5% of staff either disagreed or strongly disagreed last year ● Recognizing staff ~ 8% of staff either disagreed or strongly disagreed last year ● Fostering an environment where staff know they can have an influence on decisions ~ 9% of staff either disagreed or strongly disagreed last year

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.)...

- Appreciation of staff ~ 5% of staff either disagreed or strongly disagreed last year [Campus / SCE funds]
- Recognizing staff ~ 8% of staff either disagreed or strongly disagreed last year [Campus / SCE funds]
- Fostering an environment where staff know they can have an influence on decisions ~ 9% of staff either disagreed or strongly disagreed last year [Campus / SCE funds]



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 16-18
- School District Calendar (Professional Development)
- Teacher Websites (Degrees, Certifications)

Findings/Analysis

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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">● Professional development hours● Student teacher recruitment● Staff recruitment through word-of-mouth● Above district and state average in teacher experience● Above district and state averages in teachers with 20+ years of experience● FYTA and mentor supports	<ul style="list-style-type: none">● Support system for mid-year hires● ESL and SPED support for Science & Social Studies● Staff diversity to match 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.)...

<ul style="list-style-type: none">● Increased ESL support in all core classes to match increased ESL student population [Campus / SCE funds]● Training for experienced mentor teachers to support new teachers and mid-year hires [Campus / SCE funds]



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...

- Common Assessments
- PLC DATA dig
- STAAR results
- TELPAS
- Class Grades
- Achieve 3000 progress monitoring reports
- Advanced Course 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...
<ul style="list-style-type: none"> ● McMath received a B rating in the TEA A-F System ● Distinctions earned in FOUR areas:(up from 2 last year) <ul style="list-style-type: none"> ○ ELAR Distinction ○ Social Studies ○ Post-Secondary Readiness ○ Closing the Gap ● McMath has positive culture of readers ● Increase in TELPAS scores ● Increase in LEP students meeting exit criteria ● Many areas where the number of ‘meets’ and ‘master’ rose ● More writing opportunities for students ● Correlation between MAP and STAAR was pretty accurate ● Many students met their goals and were dismissed from SPED ● Spanish National Exam will happen because of the success of McMath ● All Algebra students passed Algebra EOC <ul style="list-style-type: none"> ○ 86% Mastered ● 11% increase in the ‘approaches’ area on STAAR for Econ Dis in 6th grade reading ● 12% increase in the ‘approaches’ area on STAAR for Hispanics in 6th grade reading ● 13% increase in the ‘approaches’ area on STAAR for LEP Students in 6th grade reading ● 19% increase in the ‘meets’ area and 16% in the ‘masters’ area on STAAR for whites in 7th grade reading ● 21% increase in the ‘approaches’ area on STAAR for LEP in 7th grade reading ● 12% increase in the ‘approaches’ area and a 10% increase in the ‘meets’ area on STAAR for Econ Dis Students in 8th grade reading ● 12% increase in the ‘approaches’ area and a 17% increase in the ‘meets’ area on STAAR for AA in 8th 	<ul style="list-style-type: none"> ● 2% decrease in 6th grade reading ● 25 decrease in 7th grade writing ● Need to increase Social Studies STAAR scores for all students ● Validity of STAAR results vs. TELPAS results ● High percentage of LEP students born in the country still not passing STAAR or meeting LEP Exit Criteria ● LEP and SPED students performing lower than other subgroups

grade reading

- 15% increase in the 'approaches' area on STAAR for Hispanics in 8th grade reading
- 27% increase in the 'approaches' area on STAAR for LEP Students in 8th grade reading
- 21% increase on STAAR for LEP students in 7th grade reading
- 12% increase in the 'approaches' area and a 10% increase in the 'meets' area on STAAR for SPED in 8th grade reading
- 10% increase in the 'masters' area on STAAR for Hispanics in 6th grade math
- 10% increase in the 'masters' area on STAAR for LEP Students in 6th grade math
- 19% increase in the 'approaches' area on STAAR for LEP students in 7th grade math
- 11% increase in the 'approaches' area on STAAR for SPED students in 7th grade math
- 14% increase in the 'meets' area on STAAR for all students in 8th grade math
- 10% increase in the 'meets' area on STAAR for Econ Dis students in 8th grade math
- 24% increase in the 'meets' area on STAAR for AA students in 8th grade math
- 16% increase in the 'meets' area on STAAR for Hispanic students in 8th grade math
- 17% increase in the 'approaches' area and a 17% increase in the 'meets' area on STAAR for all SPED students in 8th grade math
- 10% increase in the 'meets' area and a 19% increase in the 'masters' area on STAAR for white students in 7th grade reading
- 14% increase in the 'approaches' area and an 11% increase in the 'meets' area on STAAR for all LEP students in 7th grade writing
- 12% increase in the 'approaches' area on STAAR for all AA students in 8th grade science
- 11% increase in the 'approaches' area on STAAR for all LEP students in 8th grade science
- 16% increase in the 'approaches' area on STAAR for all SPED students in 8th grade science
- 80-85% of our 8th grade math accel students passed the math STAAR

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.)...

- Concentrate efforts in the areas of 6th grade reading and 7th grade writing and SPED and LEP students. [Campus / SCE funds]
- Increase the percentage of LEP, Hispanic, AA, ECON DIS student participation in Honors classes. [Campus / SCE funds]
- Continue focusing on closing the gap in SpEd and LP accountability groups. [Campus / SCE funds]



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...

- BrightBytes Survey
- Technology Hardware and Software Inventory
- Staff Survey on Technology Uses and Needs
- Survey on Computer Lab Wants and Needs

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"> ● 80% of teachers believe technology enhances learning and their daily life ● 76% of teachers report high quality internet speed ● 76% of students report that they use computers in their classroom at least weekly ● 73% of teachers feel confident in their foundational technology skills ● 69% of teachers get devices for their students when needed more than half the time ● An increased use of Google classroom to allow student access to material ● An increased use of intervention programs (IXL, Achieve3000, etc.,) ● An increased use of technology for assessment and immediate feedback (Kahoot, Quizlet, Quizizz, etc.) ● An increased use of technology to facilitate 504 and SpEd accommodations ● Willingness of staff to improve technology skills and integrate technology in lessons ● Strong support from campus technology staff ● Core content classes will each have 2:1 access to Chromebooks after next year’s rollout to math classes ● 100% of students at McMath passed IC3 certification exam in the PIT class 	<ul style="list-style-type: none"> ● Increase online collaboration between students (only 24% of teachers do this monthly) ⇒ Online collaboration is also the highest expressed topic of interest for teacher PD on BrightBytes survey ● Increase digital citizenship skills (only 14% of students are taught this monthly) ⇒ Just 24% of teachers consider themselves highly knowledgeable in this subject area ● Acquire more Chromebooks in order to become a 1:1 campus (core teachers need classroom sets and non-core teachers [including self-contained and resource classes] have no Chromebooks and limited access to computer labs) ● Improve replacement program for damaged Chromebooks ● Require students to take a wheel class covering basic keyboarding skills and computer use ● Increase parental awareness of student access to digital resources ● Provide workshops on how fellow teachers are effectively utilizing technology in their specific content area

	<ul style="list-style-type: none"> ● Create “How to Use...” PDs on various software (Google apps, Canvas, Nearpod, Padlet, multimedia software, etc.) ● Provide PD opportunities for the improvement of the 4 C’s of digital learning (Communication, Collaboration, Critical Thinking, and Creativity) ● Provide additional SpEd tech support ● Replace projectors and upgrade to Smartboards
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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.)...

<ul style="list-style-type: none"> ● At McMath Middle School, there is an overwhelming request for more Chromebooks and a move toward becoming a 1:1 campus (using campus, district and Title I funds) to achieve an increased level of student engagement. [Campus / SCE funds] ● An improved or alternative replacement program is needed to address the difficulty currently faced with replacing damaged Chromebooks. [Campus / SCE funds] ● Teachers would like additional training to see technology used effectively to enhance learning in their specific content area. [Campus / SCE funds] ● Teachers would also like additional training on available software, especially those involving multimedia skills. [Campus / SCE funds] ● An improvement in the application of the 4 C’s of digital learning (Communication, Collaboration, Critical Thinking, and Creativity) is needed. A wheel class on basic keyboarding skills would enhance the students’ ability to interact with campus technology. [Campus / SCE funds] ● An increase in parental awareness of their student’s access to digital resources would enable parents to encourage additional learning outside of school. [Campus / SCE funds]



Summary of Priority Needs

Demographics...

- The McMath faculty is more balanced than most in gender, our teacher population is not as diverse as our students. [District FTEs]
- The LEP and Econ Dis student population has risen and there is a need for focus on specific interventions and supports. [Campus / SCE funds]

Student Achievement...

- Concentrate efforts in the areas of 6th grade reading and 7th grade writing and SPED and LEP students. [Campus / SCE funds]
- Increase the percentage of LEP, Hispanic, AA, ECON DIS student participation in Honors classes. [Campus / SCE funds]
- Continue focusing on closing the gap in SpEd and LP accountability groups. [Campus / SCE funds]

School Culture and Climate...

- Appreciation of staff ~ 5% of staff either disagreed or strongly disagreed last year [Campus / SCE funds]
- Recognizing staff ~ 8% of staff either disagreed or strongly disagreed last year [Campus / SCE funds]
- Fostering an environment where staff know they can have an influence on decisions ~ 9% of staff either disagreed or strongly disagreed last year [Campus / SCE funds]

Staff Quality, Recruitment and Retention...

- Increased ESL support in all core classes to match increased ESL student population [Campus / SCE funds]
- Training for experienced mentor teachers to support new teachers and mid-year hires [Campus / SCE funds]

Curriculum, Instruction, and Assessment...

- With the DHS learning community focus on literacy, our non-ELAR staff need training in ways to incorporate and support literacy instruction within their contents. [Campus / SCE funds]
- Systematic approach to vocabulary, both academic and non-academic. [Campus / SCE funds]
- Include necessary vocabulary lists per grade level within curriculum documents. [Campus / SCE funds]
- Establish strong PLC practices that allow for open discussion and professional learning in all content areas [Campus / SCE funds]
- Implement next steps of Assessment for Learning strategies (co-creating success criteria, Self-Assess and Goal Setting, across the campus [Campus / SCE funds]

Family and Community Involvement...

- Our campus would benefit from more community involvement with our students. [Campus / SCE funds]
- Possible community event hosted by MMS. [Campus / SCE funds]
- Continue events at MMS that support parent participation. [Campus / SCE funds]
- More parent involvement in the PTA [Campus / SCE funds]

School Context and Organization...

- Communication with the ESL population is a strong need for McMath. [Campus / SCE funds]
- Ensuring that ESL parents are connected and plugged into our school is vital for student-success. [Campus / SCE funds]
- McMath needs additional support in translation when sending out TAC emails to parents. Teachers also struggle communicating with various parents due to inaccurate email, phone numbers, and addresses. [Campus / SCE funds]
- Many parents are also unaware of HAC. [Campus / SCE funds]
- Need to add additional SpEd and ESL staff members [Campus / SCE funds]
- Need to add additional elective staff members [Campus / SCE funds]

Technology...

- At McMath Middle School, there is an overwhelming request for more Chromebooks and a move toward becoming a 1:1 campus (using campus, district and Title I funds) to achieve an increased level of student engagement. [Campus / SCE funds]
- An improved or alternative replacement program is needed to address the difficulty currently faced with replacing damaged Chromebooks. [Campus / SCE funds]
- Teachers would like additional training to see technology used effectively to enhance learning in their specific content area. [Campus / SCE funds]
- Teachers would also like additional training on available software, especially those involving multimedia skills. [Campus / SCE funds]

- An improvement in the application of the 4 C's of digital learning (Communication, Collaboration, Critical Thinking, and Creativity) is needed. A wheel class on basic keyboarding skills would enhance the students' ability to interact with campus technology. [Campus / SCE funds]
- An increase in parental awareness of their student's access to digital resources would enable parents to encourage additional learning outside of school. [Campus / SCE funds]
- An improvement in the application of the 4 C's of digital learning (Communication, Collaboration, Critical Thinking, and Creativity) is needed. A wheel class on basic keyboarding skills would enhance the students' ability to interact with campus technology. [Campus / SCE funds]
- An increase in parental awareness of their student's access to digital resources would enable parents to encourage additional learning outside of school. [Campus / SCE funds]

Campus Leadership Team (CLT)

CLT Members

Role	Name
Principal	Dr. Buddy Dunworth
Assistant Principal	Kelly Francis
Assistant Principal	Jeff Panter
Counselor	Brian Adams
Counselor	Kelli Hauser
Counselor	Brittany Zielinski
Teacher	Amanda Wagemann
Teacher	Scott Steiner
Teacher	Natasha Driedger
Teacher	Mike Hilton
Teacher	MK Overton
Teacher	Denise Newbrand
Teacher	Jana Cantrell
Teacher	Robin Looney
Teacher	Tim Threlfall
Campus-Based Non Teaching Professional	Ana Modrow
Campus-Based Para or Operations Staff Rep	Roman Herrera
District-Level Professional	Emily Thompson
Parent Rep	Sean Faulkner
Parent Rep	Jeff Panter
Community Rep	Nonie Phillips
Community Rep	Gail Frisby
Business Rep	Landon Hale

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

Date	Time	Location
9/26/19	3:45pm	Library
11/21/19	3:45pm	Library
1/23/20	3:45pm	Library
3/26/20	3:45pm	Library

“Alice Moore Alexander Elementary”



Campus Improvement Plan 2019-20

Table of Contents

- 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

We will foster a safe and caring learning environment that inspires students to realize their full potential.

School Vision

We believe in order to accomplish our mission we will:

- Continuously reflect on our practice
- Commit to ongoing professional learning
- Invest in nurturing the whole child
- Celebrate diversity
- Inspire excellence

School Values

Advancing knowledge

Lifelong learning

Engaging students in learning

eXpectations at a high level

Achieving high standards

Nurturing our students' social & emotional needs

Determination & grit

Equitable learning

Reflective

WIG 1: Student achievement will increase by 10% in the Meets and Masters Categories by the end of Spring 2020 in all subject areas as measured by STAAR assessments, common assessments, and reading inventories (DRA/ELI/SELI).

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Title I Instructional Coaches hired, developed, and retained to promote campus-wide vertical alignment to district curriculum and state standards.	-Administrators -Coaches	Title-\$44,000		-Daily schedule -Staff feedback survey -Pre- and post-observation conference notes	-Reassessment data -ELI/SEL data - Common Assessment data -STAAR data	On-going
At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students.	-Administrators -Counselor	Title-\$80,000		-Daily schedule -Staff feedback survey -Pre- and post-observation conference notes	-Reassessment data -ELI/SEL data - Common Assessment data -STAAR data	On-going
Professional Learning Communities meet bi-weekly to examine student performance from formatives common assessments to design Tier I reteaching and extension.	-K-5 Teachers -Administrators -Coaches			-Intervention groups rosters -Lesson plans -Progress monitoring database	-Reassessment data -ELI/SEL data - Common Assessment data -STAAR data	Bi-weekly
Job-embedded professional learning will continue to be implemented with vertical teams through Mega Labs targeting the implementation of the Units of Study and Math Workshop.	-K-5 Teachers -Admin -Coaches	Title-\$2,000		-Collaborative couples -Progress monitoring data -Walk-through forms -Teacher reflection -Lesson plans	-Staff engagement survey results -Formative Common Assessment Data -Summative Assessment data	On-Going
Celebrate school, grade level, teacher, and student goals and monitor progress in Professional Learning Communities, and shared with the entire staff through: <ul style="list-style-type: none"> ● Staff Meetings ● Staff Newsletters ● Social Media 	-Administration -All Staff			-Data -agendas -Formative and summative Assessment Data	-Staff engagement survey results -Formative Common Assessment Data -Summative Assessment data	Weekly
Weekly collaborative instructional planning facilitated by instructional coaches and teacher leaders.	-Administration -Teachers -Coaches			-Lesson plans -Walk-through forms	-Evaluation data -Formative Common Assessment Data	Weekly

WIG 1: Student achievement will increase by 10% in the Meets and Masters Categories by the end of Spring 2020 in all subject areas as measured by STAAR assessments, common assessments, and reading inventories (DRA/ELI/SELI).

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					-Summative Assessment data	
Conduct walk-throughs to support implementation of Units of Study and best practices.	-Administration			-Walk-through data	-Evaluation data -Formative Common Assessment Data -Summative Assessment data	On-going
Continued implementation of Assessment for Learning work, to include: <ul style="list-style-type: none"> ● Knowledge of learning targets ● SMART goal setting ● Feedback ● Self-assessment ● Strong & week examples ● Co-creating criteria 	-Administrators -Instructional -Coaches	Title- \$12,000		-Differentiated professional development (Ed Camps) -Feedback	-Walk-through data -Evaluation data -Formative Common Assessment Data -Summative Assessment data	On-going
On-going staff development implemented targeting extending learning and increasing rigorous learning for all students.	-Administration -Coaches -Curriculum & Instruction staff	Title-\$19,000		-Agendas -Sign-in Sheets -Reflection Exit Tickets	-Formative Common Assessment Data -Summative Assessment data -Walk-through data -"Meets" and "Masters" data increased	On-going
Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.	-Interventionists			-Lesson Plans -Formative Common Assessment Data -Summative Assessment data	-Formative Common Assessment Data -Summative Assessment data	Weekly
Bilingual/ESL Specialist collaborative plan with teachers to support the instruction provided to and for ESL/ELL students campus-wide. Specialist will co-teach, observe, and offer feedback to teachers with Bilingual and ELL students.	-Administrators -Bilingual/ESL Specialist -Coaches -Teachers			-Intervention Notes -PLC Minutes -Teacher Notes	-Formative Common Assessment Data -Summative Assessment data	Ongoing

WIG 1: Student achievement will increase by 10% in the Meets and Masters Categories by the end of Spring 2020 in all subject areas as measured by STAAR assessments, common assessments, and reading inventories (DRA/ELI/SELI).

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will integrate technology within learning to enhance instruction and increase student engagement	Admin Instructional Tech Teachers	Title-\$6,000		-Purchase Orders -Lesson Plans	-Formative Common Assessment Data -Summative Assessment data	Complete May 2020
Purchase subs to provide teacher development through job-embedded learning experiences, gather student data from BOY, MOY, EOY testing, and collaborative instructional planning.	Administrators Coaches Teachers	Title-\$120 per teacher		-Purchase orders	-Formative Common Assessment Data -Summative Assessment data	Complete May 2020

WIG 2: Alexander Elementary school climate and culture will increase as evidenced through percentage of "highly engaged" measuring 70% or above on staff engagement district survey.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of House System school-wide to promote positive behavior reinforcement initiatives, character-building, camaraderie, and school spirit.	All Staff	Title- \$3,000		-Schoolhouseleaders.com reports	-Schoolhouseleaders.com reports -Staff/Parent Engagement survey results	Monthly
Monthly Staff Meetings will include Ed Camp experiences to provide differentiated staff development opportunities, meeting specific staff members' professional learning goals.	All Staff			-Sign-up sheets -Staff Survey/Exit Tickets	-Survey/Reflection results	Monthly
Actively seeks feedback from faculty and staff to ensure all parties are working towards one common goal.	Principal			-Campus surveys		9-Week Checks
Campus will pilot Restorative Practices to ensure we are meeting the Social and Emotional needs of all students and staff through: <ul style="list-style-type: none"> • Staff Mood Meter • Treatment Plan • Circle Meetings • Sparks • 2-minute Connections 	All Staff All Students	Title-\$5,000		-Discipline Data -Training Sign-in Sheets -Meeting Notes	-Decrease in Office Referrals -Decrease in number of suspensions	Weekly
School-wide vertical teams that meet monthly to collaborate, design, and monitor specific campus commitments.	All Staff			-Agendes, Notes, & Sign-in Sheets for the following committees: <ul style="list-style-type: none"> • Literacy • Campus Family & Community Events • Learning Environment/House System • CLT 	-Engagement surveys -Discipline data -Formative Common Assessment Data -Summative Assessment data -Parent Engagement Data	Monthly
Effectively communicate achievements and recognitions to the Denton ISD community through our use of internal and external communication,	All Staff			-Twitter Feed -Facebook Posts -Staff Newsletters	-Twitter Likes/Retweets -Facebook Likes/Shares	Weekly

WIG 2: Alexander Elementary school climate and culture will increase as evidenced through percentage of "highly engaged" measuring 70% or above on staff engagement district survey.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
including Twitter, Instagram, Facebook, and Staff Smore Newsletter, which is shared weekly by "flipping" staff meetings into a digital format.						
Staff "shout outs" shared weekly by staff members in staff Smore newsletter.	All Staff			-Staff Smore Newsletters	-Campus staff survey results	Weekly on Fridays
Students and families will participate in GOAL program.	GOAL Sponsors Students			-Membership Roster -Sign-up sheets -Evidence of participation	-GOAL Academic Data	On-going
Team building experiences led by staff members throughout the year to promote community and positive relationships.	All Staff			-Event communication to staff	-Campus staff survey results -Participation growth	On-going
Extracurricular groups developed and managed by campus staff to promote social and emotional needs of students.	Administrators Teachers			-Membership Rosters -Sign-up Sheets -Agenda Notes & Sign-in sheets from Club Parent Meetings	-Engagement surveys -Discipline data -Formative Common Assessment Data -Summative Assessment data -Parent Engagement Data	On-going

**Texas Education Agency
2019 Closing the Gaps
ALICE MOORE ALEXANDER
(061901104) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status	36%															
Target	Y															
TELPAAS Progress Rate	47%															
TELPAAS Progress	91															
TELPAAS Total	193															
Total Indicators																
Student Success Status	1															
Target	1															
Target Met	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	45%	45%
STAAR Component Score	48	38	46	55	61	-	17	54	45	44	28	37	48	48	48	48
% at Approaches GL Standard or Above	77%	67%	77%	79%	94%	-	50%	75%	74%	76%	49%	60%	78%	72%	72%	72%
% at Meets GL Standard or Above	44%	36%	40%	51%	65%	-	0%	63%	41%	37%	26%	40%	44%	44%	44%	44%
% at Masters GL Standard	24%	12%	20%	34%	24%	-	0%	25%	21%	18%	9%	10%	23%	27%	27%	27%
Total Tests	652	58	363	204	17	-	2	8	499	304	82	10	520	132	132	132
Total Indicators																
School Quality Status	8															
Target	8															
Target Met	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	31%	31%
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
ALICE MOORE ALEXANDER
(061901104) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	99%	100%	99%	99%	100%	100%	100%	100%	99%	100%	97%	100%	99%	98%	100%	98%
# Participants	261	24	137	86	7	3	1	3	197	119	34	4	197	64	4	64
Total Tests	263	24	138	87	7	3	1	3	198	119	35	4	198	65	4	65
Mathematics																
% Participation	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	97%	100%	99%	100%	100%	100%
# Participants	262	24	137	87	7	3	1	3	198	119	34	4	197	65	4	65
Total Tests	263	24	138	87	7	3	1	3	198	119	35	4	198	65	4	65

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



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...

Eduphoria
Lesson Plans
Technology
Professional Learning Communities (Minutes)
Denton ISD Curriculum Documents
Campus Culture and Climate Survey

Formative Common Assessment Results
 Reading Inventory results (ELI/SELI)
 Istation Data
 School Accountability 2018-2019 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...
<ul style="list-style-type: none"> ● Overall Rating- <ul style="list-style-type: none"> ○ 2018: C ○ 2019: B ● UBD lesson planning approach utilized PK-5th grade ● Small group Tier 3 instruction designed based on formative common assessments measure TEKS mastery ● Lucy Calkins Units of Study implemented K-5th grade for 2 years ● Instructional coaches guiding collaborative planning and student monitoring campus-wide ● Interventionist provided Tier 3 instruction 	<ul style="list-style-type: none"> ● Consistency in writing instruction K-5th grade and vertical planning targeting development of writing ● Instructional focus on extending learning for students scoring “Approaches.” Increasing “Meets” and “Masters” ranges in all subject areas ● Spanish reading books needed for independent reading ● Mega Labs and job-embedded learning targeting creating rigorous learning experiences. ● Collaborative planning and student monitoring aligned to campus and grade level team goals

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, Alexander has excelled in meeting Progress Measures targets through Tier 1 and Tier 3 instruction. Students with significant academic gaps are closed through TEKS-based instruction and monitored continually to ensure growth. Moving forward, teachers, support staff and administration will focus on ensuring one year growth or more for students already on or near level. Learning needs to be extended for students and rigorous learning experiences need to be addressed K-5 in all subject areas. Vertical alignment and collaboration will take place to ensure campus-wide focus on reading, writing, math, and science is consistent. Professional Learning Communities will be committed to job-embedded learning, data analysis, student monitoring, learning walks, collaborative planning, and reflection to increase the percentage of students scoring “Approaches” to “Meets” and “Masters.”



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...

TEA Accountability Summary 2019 TAPR 2018-2019 School Report Card 2018-2019 2019 Identification of Schools for Improvement

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"> ● Reading Academic Growth for “White” category increased from 61 to 72 ● Math Academic Growth for “Hispanic” category increased from 80 to 85 ● Math Academic Growth for “ELL” category increased from 47 to 55 ● Student Success (Student Achievement Domain Score) for “White” category increased from 47 to 55 ● Fifth grade increase in Math by 10%, Reading by 10%, and Science STAAR Masters by 15% ● Writing and Science increased in most categories 	<ul style="list-style-type: none"> ● Moving students forward from Approaches to Meet ● Extending learning for students by using Pre-Assessments to accurate design learning ● STAAR Reading Meets and Masters “White” category target is 60% and currently campus is 47% ● STAAR Math Meets and Masters “White” category target is 59% and currently campus is 55% ● STAAR Reading Meets and Masters “All Students” category target is 44% and currently campus is 37% ● STAAR Student Success (Student Achievement Domain Score) for “White” category increased from 47 to 55, and target is 58 ● STAAR Reading Meets and Masters “Hispanic” category target is 37% and currently campus is 32%

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.)...

Alexander ES has academically grown as measured by STAAR Performance Domain 82 score. There are specific subpops that measured greater growth or less growth based on STAAR results. As a result, the campus is “Targeted Support and Improvement” as indicated by TEA. The campus will evaluate intervention groups and include academic opportunities extending learning with students in small group settings. Each grade level will write SMART goals measuring Meets percentages rather than Approaches and regularly breakdown categories when analyzing data in Professional Learning Communities. Student monitoring will inform instructional practice. Title I funds will be used to provide teachers with opportunities to extend their pedagogy and instructional practice by attending TEKS-based professional development. Two interventionists are funded with Title I funds and provide Tier 3 instruction in the areas of math and reading.



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 TAPR CLT Community Member Feedback
--

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"> ● 77% of parents agree that the school encourages families to volunteer (Parent Engagement Survey) ● Parents want to be involved ● Parent involvement is prevalent in extracurricular club, Ballet Folklorico ● Foster grandparents volunteering 	<ul style="list-style-type: none"> ● Stronger, more active PTA and full PTA Board ● School partnership promoting PTA consistently ● Creating a school environment where parents and community members feel welcomed and appreciated ● Long term need: parent liaison and parent center established at Alexander ● Campus events to celebrate parents and appreciate community partnerships ● Parent education on Restorative Practices and Social/Emotional Learning ● Partnerships with community organizations and businesses to support campus with resources, including time as volunteers and materials

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.)...

Alexander Elementary will prioritize establishing a strong PTA organization by promoting membership and establishing a PTA Board. The campus will pursue opportunities to partner with community groups, including nonprofits, faith-based organizations, and businesses. School communication will be promoted using social media, mass parent communication tools, and face-to-face meetings. Title I funds will be used to provide parent education classes targeting Restorative Practices and supporting today’s learners as parents.



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...

Administrative Staff Feedback Demographics TAPR

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"> ● Students seem happy and enjoy coming to school ● Diversity is present in students and staff within the campus ● Upcoming year will initiate House System- promoting unity, camaraderie, positive behavior, and good character among students and staff 	<ul style="list-style-type: none"> ● Staff voiced concerns about school safety, specifically lockdown procedures/drills ● Clear communication related to school safety and drills/procedures ● Opportunity to create a “Parent University” to communicate school information <ul style="list-style-type: none"> ○ School safety ○ Dismissal ● Dismissal systems refined for “Walkers” ● Consistency in school procedures across grade levels ● Clear communication of school expectations and procedures ● Collaborative leadership where staff, students, and parents have a voice with campus-wide decisions

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 need for school-wide behavior management system is present and will be addressed through the implementation of a House System. The House System will promote positive behavior expectations, model good character, and create deeper camaraderie throughout students, staff, and the community. Campus committees and Vertical teams will meet monthly to review, refine, and implement campus-wide initiatives. Students, staff, and parents will have a voice to collaborate in these groups.



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...

Campus Culture and Climate Survey TAPR Feedback during Face-to-Face meetings with 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...
<ul style="list-style-type: none"> ● Teachers and staff are passionate and determined to support student growth and achievement, especially meeting the needs of Economically Disadvantaged students and English Language Learners. ● 89% of classroom teachers were retained for the 2019-2020 school year ● Several classroom teachers serve as Curriculum Writers and Translators. ● Staff is eager to serve on campus committees and vertical committees 	<ul style="list-style-type: none"> ● Staff voice and collaboration with campus-wide decision making ● School culture needs positive, uplifting leadership ● Team building experiences to build trust and positive relationships among staff and students ● Feedback captured through staff surveys throughout the year to shape the administration's approach to supporting campus work ● Camaraderie across grade levels and campus ● Increase in staff belief that the administration's words match their actions

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.)...

Alexander Elementary has a dedicated staff that passionately pursues opportunities to grow and meet students' academic, social and emotional needs. Administration will create opportunities for teachers to lead decision-making and professional learning across the campus. School culture will be a focus moving forward and the administration will intentionally build positive relationships where staff feels appreciated, empowered, and engaged in the campus' work.



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...

TEA Accountability Summary 2016 Spotlight High School Data Overview of 2016 State Accountability Safeguards TEA Distinction Designation Summary Campus Culture and Climate Survey

Findings/Analysis

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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...

TEA Accountability Summary 2019 STAAR Scores TAPR 2019 Identification of Schools for Improvement

Findings/Analysis

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

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Strengths...	Needs...
<ul style="list-style-type: none"> ● African American scores increase across grade levels and subject areas ● Student overall achievement was above the 60% state average. Alexander ES was 79%. ● Science STAAR scores have increased over the last 2 years. ● Campus excels in identifying which students need Tier 3 intervention 	<ul style="list-style-type: none"> ● Bilingual interventionist staff member ● Bilingual Special Education staff member ● Intervention for grades Pre-K through 2nd grade ● Growth in Writing instruction and vertical alignment K-5th grade ● Analyze ELI/SELI to monitor student growth and design instruction ● Conduct “Parent University” nights to share with parents ways to support academic habits at home ● Adjust Tier 1 instruction to extend learning and increase “Approaches” to “Meets” and “Masters.”

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.)...

Alexander Elementary has increased overall “Approaches” scores tremendously over the last few years and now needs to shift focus to “Meets” and “Masters.” Collaborative planning, instructional coaching, and data analysis will be continuous systems to respond to student academic needs. The campus will create opportunities to communicate with families academic habits to support student learning.



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...

BrightBytes Survey CLT Feedback

Findings/Analysis

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Strengths...	Needs...
<ul style="list-style-type: none"> ● 100% of classrooms have Chromebooks for student use ● Technology is integrated within curriculum and classroom instruction ● Technology increases student engagement, and adds relevancy to learning for students ● Applications and programs are diverse, offering supports for students served through Bilingual and Dyslexia programming ● Assistive technology provides access to students as an accommodation ● Pre-K classrooms have ClearTouch screens and students utilize this technology daily to practice/reinforce newly acquired skills ● Technology support is effective and quick to respond ● Students have improved in their ability to maneuver technology programs and create products as part of their learning. ● Digital Natives ● Technology programs provide instantaneous data which teachers and staff analyze and use to instructionally respond. ● Go Guardian is an effective program to monitor students’ use of technology and words they type they may require intervention. 	<ul style="list-style-type: none"> ● Additional bandwidth to support tech ● User friendly applications ● Staff training introducing new applications ● Parent training- providing helpful tips about digital citizenship and parent controls ● Intentional technology time ● 1:1 ration student to technology for instructional use as a whole class. ● Easier pathways for teachers to access guidance with utilizing technology ● Headphones for every child that are durable

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.)...

Alexander Elementary has interactive white boards, Chromebooks, and computer lab desktop computers all integrated within instruction and learning. Moving forward, the campus will seek out opportunities to partner with Alexander ES PTA and other community partners to help increase

technology equipment across the campus. Professional learning opportunities will include instructional technology and partnering with district Digital Learning Specialists.



Summary of Priority Needs

Demographics...

Alexander ES has academically grown as measured by STAAR Performance Domain 82 score. There are specific subpops that measured greater growth or less growth based on STAAR results. As a result, the campus is “Targeted Support and Improvement” as indicated by TEA. The campus will evaluate intervention groups and include academic opportunities extending learning with students in small group settings. Each grade level will write SMART goals measuring Meets percentages rather than Approaches and regularly breakdown categories when analyzing data in Professional Learning Communities. Student monitoring will inform instructional practice. Title I funds will be used to provide teachers with opportunities to extend their pedagogy and instructional practice by attending TEKS-based professional development. Two interventionists are funded with Title I funds and provide Tier 3 instruction in the areas of math and reading.

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Alexander Elementary has a dedicated staff that passionately pursues opportunities to grow and meet students’ academic, social and emotional needs. Administration will create opportunities for teachers to lead decision-making and professional learning across the campus. School culture will be a focus moving forward and the administration will intentionally build positive relationships where staff feels appreciated, empowered, and engaged in the campus’ work.

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to lead decision-making and professional learning across the campus. School culture will be a focus moving forward and the administration will intentionally build positive relationships where staff feels appreciated, empowered, and engaged in the campus' work.

Curriculum, Instruction, and Assessment...

As a campus, Alexander has excelled in meeting Progress Measures targets through Tier 1 and Tier 3 instruction. Students with significant academic gaps are closed through TEKS-based instruction and monitored continually to ensure growth. Moving forward, teachers, support staff and administration will focus on ensuring one year grow or more for students already on or near level. Learning needs to be extended for students and rigorous learning experiences need to be addressed K-5 in all subject areas. Vertical alignment and collaboration will take place to ensure campus-wide focus on reading, writing, math, and science is consistent. Professional Learning Communities will be committed to job-embedded learning, data analysis, student monitoring, learning walks, collaborative planning, and reflection to increase the percentage of students scoring "Approaches" to "Meets" and "Masters."

Family and Community Involvement...

Alexander Elementary will prioritize establishing a strong PTA organization by promoting membership and establishing a PTA Board. The campus will pursue opportunities to partner with community groups, including nonprofits, faith-based organizations, and businesses. School communication will be promoted using social media, mass parent communication tools, and face-to-face meetings. Title I funds will be used to provide parent education classes targeting Restorative Practices and supporting today's learners as parents.

School Context and Organization...

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Technology...

Alexander Elementary has interactive white boards, Chromebooks, and computer lab desktop computers all integrated within instruction and learning. Moving forward, the campus will seek out opportunities to partner with Alexander ES PTA and other community partners to help increase technology equipment across the campus. Professional learning opportunities will include instructional technology and partnering with district Digital Learning Specialists.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Leticia Rivas
Teacher	Mayra Rodriguez
Teacher	Grania Sanger
Teacher	Sarah Betty
Teacher	Kayla Cook
Teacher	Raquel Torres-Sawyer
Teacher	Norma Morales
Campus-Based Non-teaching Professional	Katy Watkins, Bernadette White, Kellie Vaughn, Tina Taylor, Joe Guerin, Tiffany Gonzalez, Lindsay Henderson
Campus-Based Para or Operations Staff Rep	Ashlei Randolph
District-Level Professional	Ross Garison
Parent Rep	Michelle Hurt
Parent Rep	Martha Macias
Community Rep	Tate Madzima
Community Rep	Doug Giles
Business Rep	Alicia McElroy
Business Rep	Jeff Bowerman

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

Date	Time	Location
9/17	3:30-4:30pm	Alexander ES
10/14	2:30-3:00pm	Alexander ES
11/19	3:30-4:30pm	Alexander ES
1/6	2:30-3:00pm	Alexander ES
2/18	3:30-4:30pm	Alexander ES

3/16

2:30-3:00pm

Alexander ES

Borman Elementary School



Campus Improvement Plan 2019-20

Table of Contents

- 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

Borman Elementary is committed to empowering each learner to achieve their fullest potential.

School Vision

In order to accomplish our mission as a staff, we envision a school in which staff:

- Are open and flexible in our thinking.
- Commit to professional learning in an on-going way.
- Constantly evaluate our practice to assess positive learning outcomes.
- Create and foster opportunities for our students, parents, and community to connect with one another in meaningful ways.
- Support students' leadership development at every opportunity.
- Partner with parents in decision-making and implementation.
- Listen to feedback from all members of our learning community.

School Values

Commitments:

In order to accomplish our mission and vision as a staff, we commit to:

- * Celebrate our students' learning successes.
- * Provide a school environment that focuses on learning.
- * Model, mentor, teach, and support one another in our professional development.
- * Engage in a positive way.
- * Engage in professional, open, and honest communication that is built on a foundation of trust.
- * Implement a system of intervention and enhancement that will promote student success.

WIG 1: In the 2019-2020 school year every student at Borman will experience a year or more growth in reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Targeted literacy instruction will be provided to all students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student	Admins Read Int RR and DLL teacher EXPO	FTEs: 0.5 FTEs: 0.5	1 3 4 8 10	Bi-weekly progress review with schedule discussion based on data review	<ul style="list-style-type: none"> ● Lesson plans, coaching schedules, PLCs, MTSS, common assessments, STAAR results ● Student improvement in their academic performance 	September; January; May
Math Intervention Specialist, 3rd - 5th Grade	Math Int	FTEs: 1	1 3 4 8 10	Bi-weekly progress review with schedule discussion based on data review	Standards based assessment data; STAAR data	September; January; May
Professional Learning Community Meetings for Classroom Teachers held weekly; PLC Operation of all school wide systems	Teachers; Admins; Instruct Support Staff	Ti: \$10,000	1 2 4 5 8 9 10	PLC Agendas; Common Assessment Data	Standards based assessment data; STAAR data; ELL; Kathy Richardson; Standards Based Report Card Assessments	September; February; June
DMTSS Meetings, held every third week during PLC Meeting	Admins; Teachers; Instruct Support Staff	Ti: \$1000	1 2 4 5 8 9 10	DMTSS Meeting Notes in eStar; Data collection through teacher/team generated process	Standards based assessment data; STAAR data; ELL; Kathy Richardson; Standards Based Report Card Assessments	September; February; June
Participation of Kindergarten, 1st grade, and 2nd grade teachers in Denton Zone Literacy Cadre professional development	K-1 teachers Read Rec; DLL	Ti: \$5000	1 2 4 5 8 9 10	Lucy Calkins materials; attendance at all PD sessions; follow up meetings and classroom observations	Standards based assessment data; STAAR data; ELL; Kathy Richardson; Standards Based Report Card Assessments	August; March; June
Lucy Calkins Reading & Writing Project focus Kindergarten through 5th Grade School Wide implementation. Plus K - 2nd grade Phonics implementation.	K -5th grade Admins; Instruct Specialists	Ti: \$25,000	1 2 4 5 8 9 10	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
Implement the use of Istation and Imagine Math for intervention and enhancement	Teachers Read Int	FTEs: 0.5 Ti: \$4000	1 2 8 9 10	DMTSS Meeting Notes in eStar; Data collection	<ul style="list-style-type: none"> ● Use of computer labs and Chromebooks. 	September; March; June

WIG 1: In the 2019-2020 school year every student at Borman will experience a year or more growth in reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Math Int			through teacher/team generated process	<ul style="list-style-type: none"> ● Isation and Imagine Math monthly reports, student data folders ● Student improvement in their academic performance ● Istation and Imagine Math reports 	
School wide implementation of Assessment for Learning (AFL) - Strategy 3: Descriptive Feedback	Admin AFL Team Teachers Support Staff	TI: \$1000 FTEs: 0.5	1 2 3 4 8 9 10	Implement PLC work to further instructional efficacy of the program	FL team assisting to the summer AFL conference. <ul style="list-style-type: none"> ● Teachers assisting to staff development. ● Teachers' AFL training ● Walkthroughs ● Sign in sheets 	September; March; June
Teachers will receive support through IB to learn questioning techniques	Admin IB Coor Teachers Support Staff	TI: 200	1 2 3 4 5 10	IB Planning Sessions; Self study through IB programme	<ul style="list-style-type: none"> ● Lesson plans, IB unit planners, extended planning ● Teachers improve questioning techniques ● Walkthroughs 	September; March; June
Bilingual education will be provided for bilingual students with a focus on building academic language in both English and Spanish	Admin Instr Coach Bil Int Teachers	TI: \$300	1 2 3 4 5 10	<ul style="list-style-type: none"> ● Lesson plans, 50/50 model implementation, language of the day, benchmarks, common assessments, ELI/SELI 	<ul style="list-style-type: none"> ● Student engagement and one year growth for LEP students ● TELPAS reports 	September; March; June
Math Curriculum staff from district will work with 3rd, 4th and 5th grade teachers with lesson planning and providing feedback, with special emphasis on Number Corner implementation	Math Coordinat or; Teachers Math Int	TI: \$ 12,000	1 2 3 4 5 7 9 10	<ul style="list-style-type: none"> ● Lesson plans, benchmarks, common assessments 	<ul style="list-style-type: none"> ● Student engagement and growth in math 	September; March; June
Design a system to increase student	Admin	TI \$600	1 2 3	<ul style="list-style-type: none"> ● % of attendance rate will 	<ul style="list-style-type: none"> ● Students will be present 	

WIG 1: In the 2019-2020 school year every student at Borman will experience a year or more growth in reading.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
attendance rate	Teachers Secretary Recept Att. Com.		7 8 9 10	increase	to receive academic instruction	

**Texas Education Agency
2019 Closing the Gaps
BORMAN EL (061901111) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status	36%															
Target	Y															
TELPAAS Progress Rate	41%															
TELPAAS Progress	61															
TELPAAS Total	148															
Total Indicators																
Student Success Status	1															
Target	1															
Target Met	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	4	9
STAAR Component Score	N	Y	Y	N	44	0	45	70	Y	Y	N	28	N	N	4	9
% at Approaches GL Standard or Above	44	41	44	45	44	0	45	70	41	39	22	64%	44	43	4	9
% at Meets GL Standard or Above	75%	70%	77%	73%	100%	0%	67%	92%	74%	71%	49%	74%	74%	77%	4	9
% at Masters GL Standard	40%	38%	38%	42%	33%	0%	67%	67%	36%	33%	13%	14%	41%	36%	4	9
% at Masters GL Standard	17%	16%	16%	19%	0%	0%	0%	50%	14%	12%	4%	7%	18%	15%	4	9
Total Tests	458	37	287	113	3	3	3	12	370	221	53	14	348	110	4	9
Total Indicators																
School Quality Status	4															
Target	4															
Target Met	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	4	9
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	9
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	9
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	9

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
BORMAN EL (061901111) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	99%	100%	100%	98%	100%	100%	100%	100%	99%	100%	96%	100%	99%	100%	100%	100%
# Participants	195	18	120	49	1	1	2	4	159	89	24	6	138	57	6	57
Total Tests	196	18	120	50	1	1	2	4	160	89	25	6	139	57	6	57
Mathematics																
% Participation	99%	100%	100%	98%	100%	100%	100%	100%	99%	100%	96%	100%	99%	100%	100%	100%
# Participants	194	18	119	49	1	1	2	4	158	89	24	6	138	56	6	56
Total Tests	195	18	119	50	1	1	2	4	159	89	25	6	139	56	6	56

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



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...

Standards-Based Curriculum Resources and Materials
Scope and Sequence; Pacing Guides; and/or Other Focus Documents
UbD Units of Study
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

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...
Units of Study in reading and writing grades k-5 has been implemented New Spanish Curriculum for World Language class Ed leave for planning	Units of Study Phonics grades k-2 Training for number corner Built in ed leave for professional planning Add units of study to fill in for the missing standards PLC days used for planning

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.)...

Title 1 Funds needed to purchase the Lucy Calkins Phonics Kits (K-2) and classroom libraries. Borman will provide professional development and Training for resources purchased.



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...

Borman serves just over 450 students, PreK - 5th grade. We serve a varied population of student families across a large geographic area of central Denton. 81.66% of our students qualify to receive Free or Reduced Meals; Student 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...
Diversity of students, families, and staff Relationships built with families All students are enrolled in the IB programme	Continued connections with families based on genuine partnership

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.)...

Borman needs to continue partnering with the PTA to bring the families into the school. We will continue building relationships with the families.



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...

Borman serves just over 450 students, PreK - 5th grade. We serve a varied population of student families across a large geographic area of central Denton. 81.66% of our students qualify to receive Free or Reduced Meals; Student 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 -
Growing number of committed PTA volunteers Diversity of students, families, and staff Robson Ranch Mentor Program UNT mentoring volunteers Rockin Readers TWU Volunteers Communities In Schools Partnership with Denia for the outdoor garden Borman IB PYP Exhibition service projects	Broader and more in-depth program for Family Connection Promoting global perspective Parent/Community feedback Increase mentor program for the Exhibition Growing the PTA parent enrollment and involvement

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.)...

Borman will develop a Family Connection Plan that will utilize parent and community feedback to drive family and community involvement.



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...

Borman Master Schedule; Staff Roster; CLT Membership; Borman Roster; T-TESS; Duty Schedule; Map; Borman Staff Smore; Duty Roster

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>Staff is committed and dedicated to the work of teaching, learning, and instructing Staff is involved in CLT, PLC, and Vertical houses Staff continues to increase the number of extracurricular clubs</p>	<p>Continue to identify barriers to staff engagement Remove barriers to staff engagement Structuring staff involvement in decision making Training for PLC Master calendar for events to allow staff to plan ahead of time to come to events</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.)...

Borman needs to continue to identify barriers that prevent staff engagement. Plan a master calendar for all to use in order to plan for engagements.



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...

anecdotal information from staff and community members

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>Needs are being met for supplies, books, carpets Mutual trust between teachers and administrator Positive feedback for validation Growing number of returning families Growing number of student clubs Celebration meetings allow for student positive growth to be shared Staff buy-in for the new RLA curriculum has created teacher and student engagement Support from Adkins Elementary for teacher time and materials</p>	<p>Each grade level to adopt a grade level to build relationships and support Highlight what is already happening in rooms that aligns with IB Build a mentor relationship with Newton Rayzor</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.)...

Borman will continue to build trust and respect among all stakeholders. Teacher to teacher and school to school mentoring will be explored as a way to foster growth and encouragement.



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 Roster; Hiring Data; attrition rate of 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...
100% ESL certification High level of dedication among staff Teacher leaders from across the district are requesting transfers to Borman	Must address the high rate of attrition among staff members

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.)...

Must address the high rate of attrition among staff members



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; SELI K-2; Kathy Richardson K-1; STAAR assessment data Reading, Math, Writing, Science 3-5; EXPO testing data; TELPAS data; iStation K-5; Imagine Math 2-5; BOY, MOY and EOY Data Sources; Student Writing K-5
--

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...
Identifying students' needs Differentiation to meet students' needs Using effective assessment to drive instruction based on needs	Continue to focus on Writing school wide. Continue to focus on Reading school wide. Continue to focus on Science school wide.

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>Borman will continue to focus attention on developing writing and reading fluency, making sure to incorporate writing in all subject areas and integrating science and social studies concepts into language arts. Identify students not responding to interventions and reassess and respond to their needs.</p> <p>A specific focus will be on students who are already achieving, who need to be pushed and challenged. We will commit to professional study on best practices to maintain student engagement and learning with high achieving students.</p>
--



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; Interview with Head of Technology on Campus (Ms. Bonilla)

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>Several teacher leaders in Tech innovation Student use of equipment and applications Increase in Makerspace technology New Girl Code partnership with UNT The district as well as the campus is getting closer and closer to 1 to 1 All areas (specials/library/clubs) are using Chromebooks to enhance learning Students at a early age can log onto and out of Chromebooks and use learning applications Professional Development - TIA is coming up and helpful for teachers who aren't as comfortable using technology All district level computers/Chromebooks are up to date with the latest OS and aside from occasional outages the network is always running smoothly (Even PE doesn't have a problem connecting 30 Chromebooks)</p>	<p>Smart boards in classrooms Need to fix broken computers Not all areas have a "mounted" projector Professional Development in "applicable" uses of technology to enhance learning</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>Borman needs to continue to train teachers in the use of technology. We need to address broken and missing equipment.</p>
--



Summary of Priority Needs

Demographics...

Borman needs to continue partnering with the PTA to bring the families into the school. We will continue building relationships with the families.

Student Achievement...

Borman will continue to focus attention on developing writing and reading fluency, making sure to incorporate writing in all subject areas and integrating science and social studies concepts into language arts. Identify students not responding to interventions and reassess and respond to their needs.

A specific focus will be on students who are already achieving, who need to be pushed and challenged. We will commit to professional study on best practices to maintain student engagement and learning with high achieving students.

School Culture and Climate...

Borman will continue to build trust and respect among all stakeholders. Teacher to teacher and school to school mentoring will be explored as a way to foster growth and encouragement.

Staff Quality, Recruitment and Retention...

Must address the high rate of attrition among staff members

Curriculum, Instruction, and Assessment...

Title 1 Funds needed to purchase the Lucy Calkins Phonics Kits (K-2) and classroom libraries. Borman will provide professional development and Training for resources purchased.

Family and Community Involvement...

Borman will develop a Family Connection Plan that will utilize parent and community feedback to drive family and community involvement.

School Context and Organization...

Borman needs to continue to identify barriers that prevent staff engagement. Plan a master calendar for all to use in order to plan for engagements.

Technology...

.Borman needs to continue to train teachers in the use of technology. We need to address broken and missing equipment.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Caty Cobb
Teacher	Melanie Jackson
Teacher	Rachel Reynolds
Teacher	Cynthia Sorto
Teacher	Esteffanee Guajardo
Teacher	Jordan Hess
Teacher	Kiaran Beck
Teacher	Jenice Murray
Campus-Based Non-teaching Professional	Heather Thornburg and Marlen Velasquez
Campus-Based Para or Operations Staff Rep	Nathan Peshel
District-Level Professional	Brenda Bustamante
Parent Rep	Cynthia Eagle
Parent Rep/Communities In Schools	Alison Hosack
Community Rep	Karina Zumalacarregui
Business Rep	Patrick Webb
Business Rep	Jane Boyle
Administrative Team	Emily McLarty and Jesus Lujan

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

Date	Time	Location
August 27, 2019	3:20 p.m. - 4:00 p.m.	Borman Learning Commons
November 19, 2019	3:20 p.m. - 4:00 p.m.	Borman Learning Commons
January 21, 2020	3:20 p.m. - 4:00 p.m.	Borman Learning Commons
February 25, 2020	3:20 p.m. - 4:00 p.m.	Borman Learning Commons
April 22, 2020	3:20 p.m. - 4:00 p.m.	Borman Learning Commons

Evers Park Elementary



Campus Improvement Plan 2019-20

Table of Contents

- 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

EVERS PARK ELEMENTARY EMPOWERING A COMMUNITY OF ENGAGED AND INSPIRED LEARNERS.

School Vision

Unites to achieve a common purpose and clear goals Works collaboratively to ensure student success Engages in ongoing professional conversation Shows a personal commitment to student achievement Celebrates our student and staff successes

School Values

We will mentor and support each other in our professional learning
We will have a positive attitude and have fun
We will base decisions on student needs
We will engage in student—focused communication that is open, honest, and respectful
We will promote our children, staff, and school throughout the community

WIG 1: Evers Park Elementary will improve our Tier 1 instruction through the use of high-quality, research-based practices as evidenced by:

- 80% - 85% or more of students (K-2) will be on level in reading, writing and phonological awareness by the end of the year (ELI, SELI).
- Increase the percentage of students making growth based on IStation BOY Predictions to STAAR
- Increase by 10% the number of students who are at approaching STAAR (all content areas) in all subgroups (Stoplight Elem. Report)
- Increase the percentage of students at Meets and Masters Grade Level Standard on STAAR (all content areas) by 5 % in all students and all subgroups (Stoplight Elementary Report)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>LEAD 1 Develop and maintain a culture where learning remains our first priority.</p> <ul style="list-style-type: none"> ● Teachers will develop short term smart goals ● PLC that Works Training – Solution Tree Moving from Coordination to Collaboration ● Learning by Doing Book ● 2nd Grade Cadre ● K-5 Grade Mega Labs ● 3rd Grade Math Labs (Jennifer Hood and Courtney Lopez) ● Assessment team to lead teacher training during staff meetings (focus: feedback) <p>RESOURCES: Substitutes for Lucy Collaboration Days PLC Toolkit Material for Teachers</p>	<p>Classroom teachers Administrators Special Education Teachers Specialists Interventionist</p>	<p>TI:</p>	<p>PLC Strong Agendas/Minutes Team Notes Walkthrough data</p>	<p>Instructional Practices Students Outcomes Smart Goals/Smart Goals Evidence</p>	<p>September: Progressing</p>
<p>LEAD 2 Allocate appropriate resources that support a campus culture of learning.</p> <ul style="list-style-type: none"> ● Imagine Math, Reflex Math, 	<p>All staff</p>		<p>Walkthrough Data Lesson Plans</p>	<p>Decrease in number of Tier 3 student groups Increase in number of</p>	<p>September: Progressing</p>

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Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring
iStation, literacy library material, math tubs, library books/materials				Goals	students who know facts Increase in number of students reading on grade level	
<p>LEAD 3 Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery teachers through collaborative work.</p> <ul style="list-style-type: none"> ● Planning meetings ● Working with students ● Modeling lessons ● PLC Work ● Campus Committee Meetings ● Teacher training ● MTSS Strategies for struggling students ● Coaching (Megalabs) ● Planning/Interventions <p>Resources:</p>	Math Specialist Math Coach Reading Specialist Reading Interventionist Reading Recovery	SCE: \$90,000 FTEs: 1.5 TI: \$74,980.00 FTEs: Coaching Training (\$)	2 3 9	PLC Classroom Observations Agendas Schedules Lesson Plans	Student Outcomes	September: Progressing

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>LEAD 4 Refine Readers and Writers Workshop Model</p> <ul style="list-style-type: none"> ● Implementation of Lucy Calkins Reading and Writing Units of Study Reading and Writing K-4, 5th Reading (plus one writing unit), K/1 Phonics UoS 2nd Pre-Implementation Year(Phonics) ● Lucy Collaboration Days (focus on building conferring toolkits and using learning progressions to provide feedback and monitor student growth) ● Utilize PLDS within the Writing process for our ELL students to ensure language development. (Jimenez) ● Application to Reading and Writing Institutes (Teacher College)/Homegrown ● Early Literacy Conference <p>Resources: Reading Recovery ELC</p>	<p>Classroom teachers Specialists Interventionist</p>	<p>TI:</p>	<p>Lesson Plans Walkthroughs PLC Artifacts</p>	<p>Student Products PLC Work Rubric Writing Folders TELPAS</p>	<p>September: Progressing</p>
<p>LEAD 5 Refine the DMTSS Process</p>	<p>Teachers</p>		<p>Lesson Plans</p>	<p>MTSS Meetings</p>	<p>September:</p>

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<ul style="list-style-type: none"> ● Utilize the DMTSS district documents and protocols ● Progress monitor students who have been brought to DMTSS meetings (includes 504 and Sped) ● Maintain intervention data trackers to include students who are Tier 2 and 3 ● Run eStar DMTSS reports each 9-weeks (responsibility of administrators) ● INTERVENTION BLOCKS built into master schedule (2nd-5th) ● Intervention Groups (includes Gap filling, NOW intervention, and enrichment) ● Streamline interventions so that they are more targeted ● Progress monitor students who are in following subgroups: white, special education (Targeted) 	Teacher		Walk Throughs Aware Data Schedules Estar Reports DMTSS Meeting notes Intervention Tracker	PLC	Progressing
LEAD 6 Texas Lesson Study Cohort of 4th and 5th grade Math	4th and 5th grade Math	Title I Subs for one	Classroom Practices Lessons Designed	Student interviews will show a change over time	September: Progressing

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	Evidence of Implementation	Evidence of Impact	Progress Monitoring
teachers <ul style="list-style-type: none"> ● Group will focus on 4.3E The student applies mathematical process standards to represent and generate fractions to solve problems. <i>E. represent and solve + and - of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations.</i> 	teachers Math Coach Principal Region 11 facilitator	full day training Aug 26	Website with lessons and work	of student attitudes about Math Student achievement on 4.3E will increase	

WIG 2: Evers Park Elementary will improve the social/emotional well-being of students and staff as evidenced by:

- Increase the overall Engagement Level from the 2018-2019 Employee Engagement Survey
- Show an increase in the SE survey for 3-5 students from BOY to EOY (Panorama)

Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>LEAD 1 Honor the dedication and professionalism of all staff by:</p> <ul style="list-style-type: none"> ● Face to face meetings with all staff two times per year to focus on engagement. 	Administrators			Administrator/Teacher One on One conferencing Schedule	Engagement survey Teacher Feedback	September: Progressing
<p>LEAD 2 Effectively communicate achievements and recognitions to the Denton ISD community through our use of internal and external communication.</p> <ul style="list-style-type: none"> ● Twitter Feed <p>Each grade level/team will have a Twitter account using the following</p> <ol style="list-style-type: none"> 1. twitter handles: @everskinder, @evers1st, @evers2nd, @evers3rd, @evers4th, @evers5th, @eversSped, @eversSpecialists, @eversSpecialAreas 2. Tweet a minimum of three times per week (per team) 3. Each tweet with include the following hashtags and handles: @eversparkelem @Tuckerlct 	All Staff			Social Media Posts/Usage	Usage rate of social media	September: Progressing

WIG 2: Evers Park Elementary will improve the social/emotional well-being of students and staff as evidenced by:

- Increase the overall Engagement Level from the 2018-2019 Employee Engagement Survey
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Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>@EmilyManning1 #DentonISDDelivers #missionpossible</p> <ul style="list-style-type: none"> ● Face Book Page and Principal Corner Smore Newsletter used to highlight celebrations as well as a communication tool 						
<p>LEAD 3 Foster a positive, welcoming environment encouraging parent and community partnerships through parent outreach advocacy.</p> <ul style="list-style-type: none"> ● School-wide events ● Positively engaging parents when they are in the building. Responsibility of every staff member to greet any adult who is not a staff member in a positive way and see if they need help. ● Student clubs that focus on academics and leadership (GOBBOL, GOAL, Student Council, K-Kids, ACE) 	All Staff			Flyers Smore Emails Newsletters Social Media Clubs	Attendance Sheets Site Visits Social Media forwards Club Interests Club Memberships	September: Progressing
<p>LEAD 4 Cultivate a community of engaged and inspired learners:</p>	All Staff			Treatment Agreements Lesson Plans	Survey Data Increase in student	September: Progressing

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- Show an increase in the SE survey for 3-5 students from BOY to EOY (Panorama)

Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring
<ul style="list-style-type: none"> ● Restorative Practices Attend RP training, Complete Classroom Treatment Agreements Select TA Ambassador Treatment Plan revisits and weekly goal setting First contact engage piece (greeting students at the door) 90 second sparks 2 minute connections Step in activities 2 green circles per nine weeks 1 yellow circle per nine weeks Learn about red circles <ul style="list-style-type: none"> ● Grades 3-5 will participate in the panorama SEL Universal screener BOY/MOY ● School MISSIONS ● SOAR ● 5th grade Gallup survey 				Social Media Posts Survey Data Announcements SOAR Tickets Missions Completed	engagement Lowered discipline referrals	
LEAD 5 Maintain an average daily attendance of 97% as a campus and as grade levels each 6 weeks as measured by the campus summary report. Implement Truancy Prevention Measures outlined by the	All Staff Attendance Committee			Campus Summary Report	Students who are school are more engaged. Fidelity of interventions are successful.	September: Progressing

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- Increase the overall Engagement Level from the 2018-2019 Employee Engagement Survey
- Show an increase in the SE survey for 3-5 students from BOY to EOY (Panorama)

Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>District Implement Truancy Prevention Measures created by Attendance Review Committee</p> <ul style="list-style-type: none"> ● Monthly drawings for perfect attendance ● Award to grade level with highest % average for the 6 weeks based on campus summary report ● Updates in SMORE newsletter ● Classroom Teachers reach out to students absent 2 consecutive Days ● Google Form to report attendance and tardy concerns to committee ● Perfect Attendance Flag for each classroom ● Daily Classroom incentives for students who are in class on time (Dojo, tickets, tokens, etc.) 						

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- Show an increase in the SE survey for 3-5 students from BOY to EOY (Panorama)

Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring

**Texas Education Agency
2019 Closing the Gaps
EVERS PARK EL (061901112) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status	36%															
Target Met	Y															
TELPAS Progress Rate	46%															
TELPAS Progress	57															
TELPAS Total	123															
Total Indicators																
Student Success Status	1															
Target	1															
Target Met	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	8	10
STAAR Component Score	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	8	10
% at Approaches GL Standard or Above	50	46	47	56	72	63	33	32	44	55	19	44	49	56	8	10
% at Meets GL Standard or Above	76%	74%	75%	79%	100%	80%	60%	64%	73%	80%	36%	70%	75%	80%	8	10
% at Masters GL Standard	48%	43%	42%	56%	67%	65%	40%	27%	40%	54%	16%	43%	46%	55%	8	10
Total Tests	723	135	234	301	6	20	5	22	506	185	102	37	548	175	8	10
Total Indicators																
School Quality Status	8															
Target	8															
Target Met	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	8	10
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	10
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	10
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	10

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
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CONFIDENTIAL

Status and Data Table

Total Indicators	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	289	57	93	119	2	8	2	8	208	72	42	14	209	80	209	80
Total Tests	289	57	93	119	2	8	2	8	208	72	42	14	209	80	209	80
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	288	57	92	119	2	8	2	8	207	71	42	14	209	79	209	79
Total Tests	288	57	92	119	2	8	2	8	207	71	42	14	209	79	209	79

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



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/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.

▫ Forecast Report	▫
_____	_____
▫ Attendance CSR	▫
_____	_____
▫	▫
_____	_____
▫	▫
_____	_____
▫	▫
_____	_____

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

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

- n Diverse campus

- n Avg teacher exp higher than district

- n Strong ident of EcoDis students with 73.87%

- n Attendances starts and ends strong

- n

- n

- n

- n

- n

- n

Needs

- n Sped pop is higher than dist average

- n

- n Attendance continues to decline between 2nd and 5th reporting

- n

- n

- n

- n

- n

- n

- n

Summary of Needs

Evers Park has a strong beginning and end student attendance with 97.25% and 97.45%, respectively. As the year progresses, however, student attendance experiences a steady decline (95.91, 95.77, 95.53, 95.52). This shows that students start off strong and finish strong but taper off attendance throughout school year. Campus needs to identify why this is a trend and work on communicating the importance of attendance to families as well as provide incentives to motivate good attendance.

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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 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.

▫ ELI/SELI data	▫
▫ STAAR data	▫
▫	▫
▫	▫
▫	▫
▫	▫

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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:

- n Surveys
- n Questionnaires
- n Focus Groups
- n Interviews
- n Feedback Data
- n Classroom and School Walkthrough Data
- n Parent Conferences, Meetings, etc.
- n
- n
- n
- n

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.

n Employee Engagement Survey	n
_____	_____
n	n
_____	_____
n	n
_____	_____
n	n
_____	_____
n	n
_____	_____

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

Findings/Analysis

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

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

n Principal or direct supervisor is willing to listen to new ideas.

n Supervisor identifies opportunities for professional growth and improvement.

n Principal or direct supervisor clearly communicates his or her expectations of job performance.

n Employer encourages continued education and professional growth.

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Needs

n Constructive feedback from principal or direct supervisor to improve performance.

n Feelings of appreciation for work.

n Fair implementation of policies across school by principal or supervisor.

n Leadership opportunities in school.

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Summary of Needs

n Provide everyone with constructive feedback (including staff and paraprofessionals).

n Determine different ways throughout the school year to show appreciation for all staff members.

n Identify the different policies that are not implemented in a consistent matter.

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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.

▫ Forecast Report	▫	
▫ Teacher Certification	▫	
▫	▫	
▫	▫	
▫	▫	

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

n Tchr avg experience is higher than district

n

n All teachers are highly qualified

n

n Almost all teachers are ESL certified

n

n

n

n

n

Needs

n Continue to hire highly qualified teachers

n

n Goal is to have 100% teachers ESL certified

n

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Summary of Needs

n The average years experiences of teachers at Evers Park is higher than that of the district which is indicative of teachers who are happy where they are and do not want to move. This is vital of continuity with curriculum and professional development.

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Curriculum, Instruction and Assessment

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

▫ ELI/SELI <hr/> ▫ STAAR Assessment Data <hr/> ▫ <hr/> ▫ <hr/> ▫ <hr/>	Zone Assessment Data <hr/> ▫ STAAR SIM Data <hr/> ▫ <hr/> ▫ <hr/> ▫ <hr/>
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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

- n Writing Composition

- n All grade levels have UOS units for reading and writing

- n Kinder and 1st have phonics units

- n Meets levels for math in 4th and 5th are 50% or higher

- n

- n

- n

- n

- n

- n

- n

Needs

- n Fractions

- n Geometry

- n Measurement

- n Big rocks in reading- Main idea, inference... are still low performing

- n Grammar

- n

- n

- n

- n

- n

- n

- n

Summary of Needs

- n Manipulative tubs developed for each grade level

- n Fraction and Geometry PD/Mega labs

- n Make sure all grade levels incorporate grammar in their teaching plans

- n Scheduling to make sure time is given to grammar and handwriting TEKS

- n Direct teaching and/or If then units created for Big Rocks in LA.

- n Poetry If Then Units created

- n

- n

- n

n



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:

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

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.

n Julie Sacharko <hr/>	n Hailey Caraway <hr/>
n <hr/>	n <hr/>
n <hr/>	n <hr/>
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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

n October Math Night

n February Literacy Night

n PTA meetings

n Choir Performances

n Carnival

n EOY Water Works

n Ready Rosie

n Field Day

n Foster grandparent program

n Robson Ranch Mentors/ Watch
Doos

Needs

n Adopt a school

n bilingual parenting classes

n restorative practices for parents-
bilingual and english

n

n

n

n

n

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n

Summary of Needs

n Evers has many activities that do involve community members and

n parents. However, it may be beneficial to school and family

n relationships to be able to offer some bilingual parenting classes.

n Parenting classes for bilingual and english parents that could connect

n to restorative practices that we do at school.

n Also, having a Adopt-a-School program may help to involve the

n community more and get more businesses involved.

n

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School Context and Organization

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

Potential Data Sources:

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

▫ current staff roster	▫ _____
_____	_____
▫ current schedule	▫ _____
_____	_____
▫ MTSS 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

Teaming our bilingual 4th and 5th grade teachers has proven to be very effective. Students have excelled.

n

Teachers were happy with our master schedule this year and requested to keep it the same.

n

n

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n

n

n

n

n

Needs

Our work with restorative practices has caused us to shift how we think and do things. Our school is in need of adding to our existing counseling dept so that our students mental health can be addressed effectively.

n

3rd grade data is showing that our teachers and students would benefit from teaming. Our Math scores have continued to decline and our reading scores also went down. Teachers are working very hard but it is difficult for them to be highly effective when they teach every content area.

n

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Summary of Needs

Restorative practices have been implemented and are somewhat effective. Our school is in need of more resources in the form of personnel to address the social/emotional needs of the students we serve. Due to this need, our campus has elected to hire a student assistance counselor.

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Technology

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

Potential Data Sources:

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

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. - Superintendent

List the actual data sources reviewed below.

▫ Staff survey	▫	
▫ Staff members	▫	
▫	▫	
▫	▫	
▫	▫	

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"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

n Accessibility to chromebooks

n Scheduling of computer labs

n

n

n

n

n

n

n

n

Needs

n Headphones

n Computer lab desktops: slow
outdated or broken

n established procedure for replacing
doc cameras

n

n

n

n

n

n

n

Summary of Needs

n There are not enough headphones that work adequately in the lab

n Computers:

n Slow and outdated

n Several have broken sound bars

n Several are not functioning properly or are broken

n Staff has no procedure for replacement of broken doc cameras

n

n

n

n

Demographics

Evers Park has a strong beginning and end student attendance with 97.25% . Students in our K-2nd grade bilingual classes are performing

Student Achievement

School Culture and Climate

Provide everyone with constructive feedback (including staff and paraprofessi
Determine different ways throughout the school year to show appreciation fo
Identify the different policies that are not implemented in a consistent matter

Teacher Quality

The average years experiences of teachers at Evers Park is h

Curriculum, Instruction and Assessment

Manipulative tubs developed for each grade level
Fraction and Geometry PD/Mega labs
Make sure all grade levels incorporate grammar in their teaching plans
Scheduling to make sure time is given to grammar and handwriting TEKS
Direct teaching and/or If then units created for Big Rocks in LA.
Poetry If Then Units created

Family & Community Involvement

Evers has many activities that do involve community membe
parents. However, it may be beneficial to school and family
relationships to be able to offer some bilingual parenting clas
Parenting classes for bilingual and english parents that could
to restorative practices that we do at school.
Also, having a Adopt-a-School program may help to involve t
community more and get more businesses involved.

School Context & Organization

Restorative practices have been implemented and are somewhat effective. O

Technology

There are not enough headphones that work adequately in th
Computers:
Slow and outdated
Several have broken sound bars
Several are not functioning properly or are broken
Staff has no procedure for replacement of broken doc camera

Campus Leadership Team (CLT) – 2019-2020

CLT Members

Role	Name
Teacher	Luis Restrepo (K) Year 1
Teacher	Juan Borda (1 st Bilingual) Year 2
Teacher	Enid Ortez (2 nd Bilingual) Year 2
Teacher	Carissa Moore (3 rd) Year 2
Teacher	Grace Young (4 th) Year 1
Teacher	Jennifer Carter (5 th) Year 2
Campus-Based Nonteaching Professional	Courtney Lopez (Math Specialist) Year 1
Campus-Based Professional Staff	Angela Cope (Special Education) Year 1
District-Level Professional	Darby Ahlfinger
Parent Rep	
Assistant Principal	Emily Manning
Principal	Linda Tucker
Business Rep	Nancy Vargas (Target)
Business Rep	Melody Mcauliffe (Davanti Salon)

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

Date	Time	Location
9/05/19	3:30-4:30 PM	Evers Park Library
10/03/19	3:30-4:30 PM	Evers Park Library
11/07/19	3:30-4:30 PM	Evers Park Library
2/06/20	3:30-4:30 PM	Evers Park Library
3/05/20	3:30-4:30 PM	Evers Park Library
4/02/20	3:30-4:30 PM	Evers Park Library
5/07/20	3:30-4:30 PM	Evers Park Library

“Gonzalez School for Young Children”

**Campus Improvement Plan
2019-20**

“Gonzalez School for Young Children”



**Campus Improvement Plan
2019-20**

Table of Contents

- 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

- Collaborating with the community, families, and professionals, we will cultivate an environment that facilitates lifelong learning.

School Vision

- We will nurture and guide our diverse population in a child friendly environment in order to prepare our students for future success.

School Values

- **G:** Growing together
- **S:** Student Success
- **Y:** Youthful Mindset
- **C:** Collaborative, Caring Community

WIG 1- 80-85% of Pre-Kindergartners (only the students going to Kindergarten next year) will improve by at least one level in the following areas: **Reading** (Words in a Sentence-Phonological Awareness , Letter-Sound Correspondence) and **Writing** (Book and Print Knowledge, Early Writing Skills). Data will be collected through CLI Engage and transferred onto district created rubrics.

<p>1. All staff will do a morning message. (Children will create a sentence with up to 4 words from the morning message.)</p>	<p>Classroom Teachers, Teacher Assistants</p>		<p>At least 85% of students four year old students will be able to create their own sentences based on the morning message. The sentence will be paired with a picture.</p>		
<p>2) Teachers will provide deliberate and purposeful fine motor skills activities. Training for these activities will be provided by the OT.</p>	<p>Teachers, Teacher Assistants, Occupational Therapist</p>		<p>At least 85 % of four year old students will be able to write using the appropriate fine motor grasp. Three year old students will be able write deliberate lines and begin writing and drawing recognizable letters and pictures.</p>		
<p>3) All staff will utilize the Purple Book to teach and reinforce phonemic awareness.</p>	<p>Teachers, Teacher Assistants, Instructional Coaches</p>		<p>At least 85% of students will show improvement in phonemic awareness on CLI Engage assessments.</p>		<p>1</p>

<p>4) Teachers will implement small group read alouds to reinforce and target comprehension, story retell, and questioning.</p>	<p>Teachers, Teacher Assistants</p>		<p>At least 85% of all students will show improvement in answering basic wh questions, higher level questions, and retelling facts from a story.</p>		
<p>5) All staff will use common Cadre and AFL strategies.</p>	<p>Teachers, Teacher Assistants, Instructional Coaches</p>		<p>All staff will implement read alouds, and the basics of shared reading and writing in their instructional practices by the end of the school year.</p>		
<p>6) All staff will teach, allow for practice, and reinforce appropriate letter formations. This should be implemented using a variety of instructional modalities (such as tactile, kinesthetic, auditory, visual, etc.)</p>	<p>Teachers, Teacher Assistants, Campus Administrators, Occupational Therapist</p>		<p>At least 85% of students will create letters using appropriate letter formations.</p>		
<p>7) The school will host a variety of family academic events to support concepts being taught in the classroom. (events may include STEM Nights, A Day in our Shoes, Bedtime Stories, Family Literacy Events, and Fall and Spring Book Fairs.)</p>	<p>Teacher, Teacher Assistants, PTA, Campus Administrators</p>		<p>At least 30% of our parents will attend each of the literacy nights.</p>		

<p>8) Teachers will reinforce the use of reading logs to support literacy with parents at home.</p>	<p>Teachers, Teachers Assistants, Campus Administrators</p>		<p>At least 50% of the students will meet the expectations, as set by the classroom teachers, for reading at home with parents.</p>		
<p>9) Gonzalez staff will use SeeSaw to share reading and writing best practices and activities.</p>	<p>Teachers, Teachers Assistants, Campus Administrators</p>		<p>All staff will send at least 3 instructional strategies each month through the SeeSaw app. These will be videos that are modeled by the classroom teacher/teacher assistant or links to best practices that are utilized in the classroom on a regular basis.</p>		

WIG 2: All staff will feel valued and appreciated by their peers and administration.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1) Administrators will meet with all staff at least 3 times per year to allow for face to face, intentional conversations.	Campus Administrators			This will be measured using survey data that will be obtained at the end of the year.		
2) Staff incentives will be provided by administrators or office staff throughout the school year.	Campus Administration Office personnel			Staff satisfaction will be rated based on survey conducted at the end of the year.		
3) Staff will be provided with time to meet as small groups at least monthly to discuss/problem solve issues or for team building.	Campus administration Office personnel Volunteers Itinerant staff			At least 90 % of staff will participate in these optional gatherings by the end of the year.		
4) Gonzalez staff will be provided with time to socialize and celebrate during Payday Potlucks, staff game days, etc.	Administration Office staff			Number of participants in these activities will total at least 60% of the total staff.		
5) Gonzalez staff will be provided individual recognition preferences to support others (using staff information sheet and getting to know you information).	Campus Administration Campus receptionist			Survey information will be used to determine if teachers feel intentionally valued or appreciated.		
6) Administration will provide team building activities to provide	Campus administration			Survey information will be used to determine if teachers		

WIG 2: All staff will feel valued and appreciated by their peers and administration.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
--------------------	-----------	--------------	-------	----------------------------	--------------------	---------------------

intentional relationship building opportunities with peers.				feel connected to at 3 least other people on campus.		
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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...

CLI Engage information MTSS/eStar information PRE-K guidelines Pre-K pacing guides/UBD units

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...
Consistency in providing assessments to students Leveled and appropriate activities and interventions based on the students progress/level Learning targets have been created to provide consistency with instructional focus Appropriate and engaging curriculum options	Consistency with introduction of learning targets More materials for teachers (instead of one kit per pod, having more than one) so that teachers can implement materials consistently.

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 materials to support district initiatives (i.e. Developing Talkers, Character Counts, etc.) More books for classroom libraries to align with concepts and themes outlined in the Pacing Guides, UBD Units, etc.



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...

Attendance information Homeless/At Risk list

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>Attendance information is sent to families</p> <p>Personable staff that is able to reach out to families in need</p>	<p>More consistent system for recognizing or reinforcing student attendance</p> <p>Family liaison or full time counselor to assist families in crisis</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>Perfect Attendance/ Student recognitions</p> <p>Family liaison or full time counselor to assist families in crisis</p> <p>Community partnerships to provide basic needs for families (healthcare, food, etc.)</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...

Campus Culture and Climate Survey PTA Feedback CLT Community Member Feedback
--

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 -
Improved communication in a variety of ways More participation in school events and at home activities Campus wide use of SeeSaw App Monthly family activity	More Parent training/education training 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.)...

Additional parent education/training through counseling department or teacher led Reinforcement for parents and volunteers attending or helping out with school events.



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...

Culture and Climate Survey CLT parent information
--

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 presents themselves as available and parents find that staff are willing to listen and work with them for their child	- Administrator need to communicate to expectations to staff more consistently

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.)...

Full time counselor, librarian, and assistant principal



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...

Campus Culture and Climate Survey PTA Feedback CLT Parent Feedback
--

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>- Positive climate Teachers feel as though they are heard by administrators Staff is attentive and visible/willing to work with families for their children Reinforce character building and bucket filling philosophy.</p>	<p>Parents would like to know more about safety procedures at school. Incorporate more student diversity opportunities (such as cinco de mayo parade participation, etc.) Add additional student recognitions</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>Need more community partnerships and Create ways for parents to provide feedback for decision making Work with PTA to support multicultural opportunities Add additional student recognitions</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...

TEA HQ Standards for Teachers and Paraprofessional Campus Culture and Climate Survey DISD 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...
<ul style="list-style-type: none">- Not much staff turnover <p>Staff is working in PLCs to discuss student data, create assessments, and plan activities.</p>	<ul style="list-style-type: none">- Add instructional staff to work with students and teachers (as an interventionist role) <p>Create more opportunities for teachers to lead or seek out professional development</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>Set goals with Paraprofessionals to determine training needs or personal growth opportunities</p> <p>Create more opportunities for teachers to lead or seek out professional development.</p>
--



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...

CLI Engage MTSS information Informal student work SeeSaw/Student portfolios
--

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>Consistent formal assessment practices</p> <p>Teachers meet regularly to discuss activities and assessments for 9 week increments.</p> <p>Scope and sequence is provided for the teachers</p>	<p>Need consistent instrument for collecting and analyzing informal student actions.</p> <p>Better understanding and utilization of MTSS/RTI practices and programs</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>Need consistent instrument for collecting and analyzing informal student actions</p> <p>MTSS updates and training</p>
--



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 Technology Inventory

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 is available in a variety of means Campus wide use of Seesaw, parent emails, campus televisions, and	Would appreciate an instructional technologist that could provide resources for staff and students that are prek appropriate.

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.)...

--



Summary of Priority Needs

Demographics...

Perfect Attendance/ Student recognitions
Family liaison or full time counselor to assist families in crisis
Community partnerships to provide basic needs for families (healthcare, food, etc.)

Student Achievement...

Need consistent instrument for collecting and analyzing informal student actions

MTSS updates and training

School Culture and Climate...

Need more community partnerships and
Create ways for parents to provide feedback for decision making
Work with PTA to support multicultural opportunities
Add additional student recognitions

Staff Quality, Recruitment and Retention...

Set goals with Paraprofessionals to determine training needs or personal growth opportunities

Create more opportunities for teachers to lead or seek out professional development.

Curriculum, Instruction, and Assessment...

More materials to support district initiatives (i.e. Developing Talkers, Character Counts, etc.)
More books for classroom libraries to align with concepts and themes outlined in the Pacing Guides, UBD Units, etc.

Family and Community Involvement...

Additional parent education/training through counseling department or teacher led
Reinforcement for parents and volunteers attending or helping out with school events.

School Context and Organization...

Full time counselor, librarian, and assistant principal

Technology...

None at this time

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Taryn Hope
Teacher	Seigrid Zoeger
Teacher	Ana Smith
Teacher	Couri Sargent
Teacher	Bari Hulen
Teacher	Heather Briscoe
Teacher	
Campus-Based Nonteaching Professional	Ivonne Laurel/ Nancy Dobson
Campus-Based Para or Operations Staff Rep	Missy Smith/Megan Dobson
District-Level Professional	Becky Lloyd
Parent Rep	Adriane Cruz
Parent Rep	Maryanna Bryant
Community Rep	Ron Arrington
Community Rep	Marti Kay Hill
Business Rep	Vicki Sargent
Business Rep	Mike Vance

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

Date	Time	Location
Sept 5th	3:30-4:30 p.m.	Gonzalez parent room
Nov. 7th	3:30-4:30 p.m.	Gonzalez parent room
January 9th	3:30-4:30 p.m.	Gonzalez parent room
March 6th	3:30-4:30 p.m.	Gonzalez parent room
May 1 st	3:30-4:30 p.m.	Gonzalez parent room

Houston Elementary School



Campus Improvement Plan 2019-20

Table of Contents

- 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

We will inspire all students to become confident lifelong learners by collaborating to provide a challenging curriculum in a safe and compassionate environment.

School Vision

We commit to high expectations in an engaging, positive environment that encourages respectful and purposeful relationships between all members of our school community.

School Values

Caring, Enthusiastic, Friendly, Inclusive, Ambitious

WIG 1: Increase by 5% from May 2019 to May 2020 the number of students earning Meets Grade Level in 3rd grade Math and Reading, 4th grade Writing, and 5th grade Science STAAR. Increase by 5% the students earning Meets Grade Level from 3rd grade to 4th grade Math and Reading STAAR, and from 4th grade to 5th grade Math and Reading STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The Math interventionist will work with K- 5th grade students in small groups to support their academic learning needs.	Math Interventionist	SCE: \$60,000 FTEs: 1.0		Math interventionist working with students.	Students will show growth on their specific math learning needs.	
The Math Interventionist will co-teach and plan with K - 5 teachers to strengthen K-5 math instruction and learning.	Math Interventionist	SCE: \$60,000 FTEs: 1.0		Math interventionist working with teachers.	Students will show growth on their specific math learning needs.	
The Reading interventionist will work with 3rd- 5th grade students in small groups to support their academic learning needs.	Reading Interventionist	SCE: \$30,000 FTEs: 0.5		Reading Interventionist working with students.	Students will show growth on their specific reading learning needs.	
Texas Academy of Math and Science Students (TAMS) will work with students to increase their competency in math and science.	Admin Classroom teachers			4th and 5th grade students and TAMS volunteers will be seen working together throughout the school day.	Students will show growth in their math skills, science skills, and in their confidence.	

WIG 1: Increase by 5% from May 2019 to May 2020 the number of students earning Meets Grade Level in 3rd grade Math and Reading, 4th grade Writing, and 5th grade Science STAAR. Increase by 5% the students earning Meets Grade Level from 3rd grade to 4th grade Math and Reading STAAR, and from 4th grade to 5th grade Math and Reading STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Imagine Math and I-Station will be used to provide all students with direct and remedial instruction to support their learning. Students will also be provided with home logins for Imagine Math and I-Station so they can use the programs at home.	Classroom teachers			Students will be using Imagine Math and I-Station in the computer labs and in the classroom.	Students will show growth in their math skills, reading skills and in their confidence.	
District Curriculum Coach, Heather Eby, will collaborate with teachers to help implement Lucy Calkins and other District programs to enhance instruction and learning. She will also work with campus administration to plan Professional Learning for staff members to strengthen instruction.	Admin Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	Students will show growth academically and in their confidence.	
Collection of student writing portfolios to show student growth from year to year and to help teachers differentiate instruction.	Classroom teachers			Portfolios will be passed on from year to year	RtI data Students will show growth in writing.	
A Parent Information Night for 5th grade parents will be held to help parents understand the routines and expectations in 5th grade.	Classroom teachers			Agenda and calendar	Increased parent understanding and involvement in 5th grade activities and curriculum understanding	

WIG 1: Increase by 5% from May 2019 to May 2020 the number of students earning Meets Grade Level in 3rd grade Math and Reading, 4th grade Writing, and 5th grade Science STAAR. Increase by 5% the students earning Meets Grade Level from 3rd grade to 4th grade Math and Reading STAAR, and from 4th grade to 5th grade Math and Reading STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All students will have purposeful activities during Success Time to support specific learning needs.	Classroom teachers			RtI Boards will reflect student needs and be used to plan activities and groups for Success Time.	Students identified as needing intervention will show growth in their specific learning need areas including math, reading, science and/or writing skills.	
Teachers will use running records to monitor reading progress and use that information for planning instruction and student feedback.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	RtI data Students will show growth in reading.	
Books will be collected at the end of the year to give to students who are Economically Disadvantaged, so they have books to read over the summer.	Administrators			Bags of books will be given to Economically Disadvantaged Students the last week of school from the Sam Houston "Book Fairy"	Students will return from summer stronger as readers from having reading materials over the summer.	
Information will be given to students and parents about how to access the resources available on our Library Webpage from home.	Classroom Teachers, Library Media Specialist and Admin.			Information will be included in Parent FYIs, Parent Emails, on Grade level and Library Webpages	Students will be able to access resources and use them to improve their reading skills.	

WIG 1: Increase by 5% from May 2019 to May 2020 the number of students earning Meets Grade Level in 3rd grade Math and Reading, 4th grade Writing, and 5th grade Science STAAR. Increase by 5% the students earning Meets Grade Level from 3rd grade to 4th grade Math and Reading STAAR, and from 4th grade to 5th grade Math and Reading STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The Math Facts Program will be used with 1st - 5th grade students to increase their math fact fluency which will in turn help their problem solving. The Blue Print K- 2nd math program will be used to help strengthen K-2 students' math understanding.	Classroom teachers			Students will be using the programs in the computer labs and in the classroom.	Students will show growth in their math facts and in their confidence.	
Teachers will increase their focus on Science Vocabulary.	Classroom Science Teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	RtI data Students will show growth in science understanding.	
K - 5th grade teachers will incorporate Chromebooks to enhance learning in all subjects.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	RtI data Students will show growth in reading, math, writing and/or science.	
5th grade students and teachers will prepare Science Morning for all K - 4 classrooms in May. K-4 students will participate in Science Morning.	Classroom Teachers			Science Morning	All students will be stronger in science as a result of the learning that goes on in preparation for Science Morning and from participating in Science Morning.	

WIG 1: Increase by 5% from May 2019 to May 2020 the number of students earning Meets Grade Level in 3rd grade Math and Reading, 4th grade Writing, and 5th grade Science STAAR. Increase by 5% the students earning Meets Grade Level from 3rd grade to 4th grade Math and Reading STAAR, and from 4th grade to 5th grade Math and Reading STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Students will recommend library books to other students using written recommendation and recorded video recommendations.	Classroom Teachers and Library Media Specialist			Video recommendations will be added to video announcements and Tweeted on Houston Twitter.	Students will check out books they are interested in based on the recommendations of other students.	
Lucy Calkins Reading and Writing Units of Study will be used for planning lessons in K-5th grade classes	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	All students will show growth on their specific reading and writing learning needs.	
Teachers will meet in Math, Reading, Writing and Science Vertical Teams each month to collaborate and strengthen teaching in all grades and subjects.	Classroom Teachers			Lesson plans and classroom observations	Students will show growth in reading, writing, math and science.	
Implementation of First Strokes Handwriting program to help students with their writing fluency which will in turn allow students to get their thoughts on paper more efficiently.	Classroom Teachers			Lesson plans and classroom observations Student Writing	Student Writing will shown an increase in legibility and elaboration.	

WIG 1: Increase by 5% from May 2019 to May 2020 the number of students earning Meets Grade Level in 3rd grade Math and Reading, 4th grade Writing, and 5th grade Science STAAR. Increase by 5% the students earning Meets Grade Level from 3rd grade to 4th grade Math and Reading STAAR, and from 4th grade to 5th grade Math and Reading STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of 3 Act Tasks in Math	Classroom Teachers			Lesson plans and classroom observations	Students will show growth in their ability to problem solve and determining reasonableness.	
Math Mega Labs	Administration Classroom Teachers Math Interventionist			Math Mega Labs will be planned and organized by Administrators and Math Interventionist	Increased, effective implementation of Math Workshop.	
Counselor, Lacy Fraser, will work with a group of chosen students who were unsuccessful on past STAAR tests to build confidence.	Counselor			Regular meetings the chosen students and counselor.	Students will make growth on their STAAR tests this school year.	
Implementation of Patterns of Power program to help students with their writing conventions, proofing, and editing.	Classroom Teachers			Lesson plans and classroom observations Student Writing	Student Writing will show an increase in their ability to use conventions and to proof and edit.	

WIG 1: Increase by 5% from May 2019 to May 2020 the number of students earning Meets Grade Level in 3rd grade Math and Reading, 4th grade Writing, and 5th grade Science STAAR. Increase by 5% the students earning Meets Grade Level from 3rd grade to 4th grade Math and Reading STAAR, and from 4th grade to 5th grade Math and Reading STAAR.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Older and younger students will be paired to provide academic and social emotional support to the younger students and build confidence in older students.	Counselor Classroom teachers			Pairs of students will be seen at various times working together throughout the school day.	Students will show growth in reading levels and in their confidence.	

WIG 2: Raise the percentage of K-2 students who are reading on grade level from 81% in May 2019 to 83% in May 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
K - 2 Teachers will use Heggarty Phonemic Awareness, and Units of Study Reading to plan for instruction.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Assessments will show growth in reading levels.	
Ready Rosie will be available for all K and 1 parents to help enhance student learning.	Admin Classroom teachers			Parent use	Students will show growth academically and in their confidence.	
District Curriculum Coach, Heather Eby, will collaborate with teachers to help implement Lucy Calkins and other District programs	Admin Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	Students will show growth academically and in their confidence.	
1st and 2nd grade teachers will use Letterland for phonic instruction. Kinder will implement Units of Study Phonics Program.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Assessments will show growth in ELI phonemic awareness areas.	
Teachers will use running records to progress monitor and provide students with specific feedback.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	RtI data Students will show growth in reading.	
Older and younger students will be paired to provide reading support to the younger students and build confidence in older students.	Admin Classroom teachers			Pairs of students will be seen at various times working together throughout the school day.	Students will show growth in reading levels and in their confidence.	
Volunteers will read with students in small groups or individually.	Admin Classroom teachers, volunteers			Volunteers will work with students at various times throughout the school day	Students will show growth in reading levels and in their confidence.	
All students will have a purposeful and differentiated activities during Success Time to support specific learning needs. Grade level teachers will share students so specific needs of students can be met.	Admin Classroom Teachers			RtI Boards will reflect student needs and be used to plan activities and groups for Success Time.	Students identified as needing intervention will show a growth in reading.	
Students will recommend library books to	Classroom			Recommendations will be	Students will check out	

WIG 2: Raise the percentage of K-2 students who are reading on grade level from 81% in May 2019 to 83% in May 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
other students using written recommendation and recorded video recommendations.	Teachers and Library Media Specialist			seen on the hallway boards that are on both sides of the library. Video recommendations will be added to video announcements and Tweeted on Houston Twitter.	books they are interested in based on the recommendations of other students.	
K - 2 teachers will use a variety of book genres for mini-lessons, read alouds and shared reading.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Students will be stronger readers of a range of genres.	
Kinder, 1st and 2nd grade teachers will use Chromebook to enhance learning in all subjects.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Students will show growth in reading levels and in their confidence.	
The PTA will continue to raise money from different fundraising avenues to buy leveled books for our Literacy Library so students can use them as they learn to read and progress in their reading.	PTA			PTA Budget and Meeting Minutes	Students will show growth in reading levels and in their confidence.	
Books will be collected at the end of the year to give to students who are economically disadvantaged so they have books to read over the summer.	Administrators			Baggies of books given to Economically Disadvantaged Students the last week of school from the Sam Houston "Book Fairy"	Students will return from summer stronger as readers from having reading materials over the summer.	
Information will be given to students and parents about how to access the resources available on our Library Webpage from home.	Classroom Teachers, Library Media Specialist and Admin.			Information in Parent FYIs, Parent Emails, on Grade level and Library Web Pages	Students accessing resources and using them to improve their love of reading	
2nd teachers will attend Reading Cadre this year.	Classroom Teachers	Substitute Pay		Teachers attendance at cadres	Teachers will improve their practice of teaching	

WIG 2: Raise the percentage of K-2 students who are reading on grade level from 81% in May 2019 to 83% in May 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					reading. Their students will be stronger readers.	
The Reading Recovery Teacher will work with students to raise their reading levels.	Reading Recovery	SCE: \$60,000 FTEs: 1.0		Reading interventionists will implement activities to build students' reading level and comprehension.	At-risk students show growth in their reading levels.	
The K-2 Reading Interventionist will work with K-2 teachers during planning and co-teaching to enhance instruction and learning. She will also work with campus administration to help plan campus professional learning.	K - 2 Reading Interventionist, K - 2 Teachers, Campus Administrators.	SCE: \$60,000 FTEs: 1.0		Reading interventionists working with teachers and administrators.	K - 2 students show growth in their reading levels.	
Teachers will meet in Reading Vertical Teams each month to collaborate and strengthen teaching in K - 2 in these subjects.	Classroom Teachers			Lesson plans and classroom observations	Students will show growth in reading.	
Implementation of Patterns of Power program to help students with their writing conventions, proofing, and editing.	Classroom Teachers			Lesson plans and classroom observations Student Writing	Student Writing will show an increase in their ability to use conventions and to proof and edit.	

**Texas Education Agency
2019 Closing the Gaps
HOUSTON EL (061901102) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status	36%															
Target	36%															
Target Met	Y															
TELPAS Progress Rate	69%															
TELPAS Progress	25															
TELPAS Total	36															
Total Indicators																
Student Success Status	1															
Target	1															
Target Met	Y															
STAAR Component Score	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	45%	45%
% at Approaches GL Standard or Above	57	34	46	64	22	76	89	73	43	49	26	74	58	55	55	55
% at Meets GL Standard or Above	84%	67%	75%	90%	67%	91%	100%	96%	72%	76%	52%	100%	84%	83%	83%	83%
% at Masters GL Standard	57%	28%	43%	66%	0%	74%	100%	70%	38%	46%	19%	79%	58%	52%	52%	52%
Total Tests	31%	7%	19%	37%	0%	63%	67%	52%	18%	25%	6%	43%	32%	29%	29%	29%
Total Tests	734	113	126	423	3	43	3	23	277	71	122	14	571	163	163	163
Total Indicators																
School Quality Status	9															
Target	9															
Target Met	Y															
% Students meeting CCMR	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	31%	31%
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
HOUSTON EL (061901102) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators Participation	EL (Current & Monitored) +										Non-Continuously Enrolled	Total Met	Total Evaluated
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)			
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading													
% Participation	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%
# Participants	293	47	49	165	2	20	1	9	113	47	6	217	76
Total Tests	294	47	49	166	2	20	1	9	113	47	6	217	77
Mathematics													
% Participation	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%
# Participants	292	47	49	165	2	19	1	9	112	47	6	217	75
Total Tests	293	47	49	166	2	19	1	9	112	47	6	217	76

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



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...

Schedules, Units of Study, Lessons, Benchmarks
--

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">● Letterland● I-station● Units of Study● Math Facts Blueprint● Workshop model	<ul style="list-style-type: none">● Add more non-fiction● Data assessment● Handwriting● Cursive Writing

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 learn and grow in workshop and Units of Study



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, special programs populations

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">● Purposeful division of classes● Food drives● Share table at lunch	<ul style="list-style-type: none">● Mentoring program for 1 parent families● Host an international night● Diversity Map to show where students are from

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 support and enhance diverse needs of students.



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...

Demographics, parent volunteer 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 -
----------------------	----------------

<ul style="list-style-type: none"> ● Weekly Administration emails ● Dojo ● Twitter, Facebook ● Drives- toy, food, charity ● TAMS students ● Fabulous PTA 	<ul style="list-style-type: none"> ● More community partnerships ● More family events at school in the evening times ● Encourage more senior volunteers - maybe from Southmont

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.)...

Get ideas from PTA to help increase partnerships and volunteers.



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, duty rosters, communication, 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...
<ul style="list-style-type: none">● Committees- enough for all to be involved in decision making● ½ day PLC days● Vertical Meetings	<ul style="list-style-type: none">● Too many Google forms for DMTSS● More ½ day PLC days

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.)...

Planning time for PLC teams



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...

Classroom walks, feedback data, 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"> ● Parent nights ● PTA meetings and programs ● Veteran’s Day program ● Clubs - chess, pound fit, drama, BEE ● Bookfair ● Grandparent’s Day ● Visible and approachable Administration throughout the day 	<ul style="list-style-type: none"> ● More teacher participation in PTA meetings ● More luncheons and snacks (socials) ● Grant money for Robotics to include all interested students ● Cultural Celebrations - such as black history month

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.)...

Cultural celebrations and possible teacher socials



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 mobility, professional development 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...
<ul style="list-style-type: none">● Co-teaching● ½ day planning sessions● Mega labs	<ul style="list-style-type: none">● Math mega labs

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.)...

Math mega labs



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...

Assessment data, other 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...
<ul style="list-style-type: none">● Formative assessments● Progress monitoring● Conferring logs	<ul style="list-style-type: none">● Consistent conferring logs● Mega labs for math

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.)...

Mega Labs for 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...

BrightBytes Survey, Classroom Needs, Resource Allocations

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 I-station, Imagine math and Math Facts, Blueprint, Failfree Reading, Class Dojo, Ready Rosie, Typing.com	<ul style="list-style-type: none"> ● Continue to learn more about Flipgrid ● Find funds to purchase more Chromebooks - maybe grants ● Learn and use more in Google Classroom ● Nearpod training ● Teachers would like to have CD drives

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.)...

Grants and funds for more technology. Learn more about Google Classroom and Nearpod.



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	Gina Martin
Teacher	Stacy Hamilton
Teacher	Becky Ellison
Teacher	Carrie Layton
Teacher	Lori Gross
Teacher	Todd Sharp
Teacher	Lisa Dougherty
Teacher	Michelle McClanahan
Campus-Based Nonteaching Professional	Lacy Fraser
Campus-Based Nonteaching Professional	Gennifer Smith
Campus-Based Para or Operations Staff Rep	Tiffany Cobb
District-Level Professional	Judy Bush
Parent Rep	Courtney Adams
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
August 20, 2019	3:15	Houston Library
September 10, 2019	3:15	Houston Library
October 15, 2019	3:15	Houston Library
November 19, 2019	3:15	Houston Library

December 17, 2019	3:15	Houston Library
January 21 2020	3:15	Houston Library
February 18, 2020	3:15	Houston Library
March 17, 2020	3:15	Houston Library
April 21, 2020	3:15	Houston Library
May 12, 2020	3:15	Houston Library

Table of Contents

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- 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 empower all learners to be self-motivated, internationally-minded participants in the global society.

School Vision

Vision: We will meet the needs of every student by:

- *Creating partnerships with families, businesses, and other community entities.
- *Providing instruction and using enriching, inquiry-based methods in a rigorous educational atmosphere
- *Guiding learners to embody the IB Learner Profile and display IB attitudes.
- *Modeling service to others and empowering learners to take actions.

School Values

Values:

- *Creating partnerships with families, businesses, and other community entities.
- *Providing instruction and using enriching, inquiry-based methods in a rigorous educational atmosphere
- *Guiding learners to embody the IB Learner Profile and display IB attitudes.
- *Modeling service to others and empowering learners to take actions.

WIG 1: By May 2020, all students will make one year's growth or more in reading and writing through transdisciplinary learning measured by performance on district and state assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
IBC (Professional Learning Communities) will be held every other week to address the 4 critical questions.	Principal, Assistant Principal, IB Coordinator	TI: \$15,000		Agendas, lesson plans, data	Increase in student achievement and engagement.	November January March May
Continue to deepen our knowledge of IB through staff development focused on being more transdisciplinary. *Study IB Enhancements- *IB Vertical Teams *IB Megalabs	Principal, Assistant Principal, IB Coordinator			Agendas, lesson plans	Increase in student achievement and engagement.	November January March May
Monitor student growth ((Universal Screeners, ELI, SELI, Common Assessments and follow up with DMTSS meetings 3X a year.	Principal, Assistant Principal, IB Coordinator			DMTSS meetings, Electronic data wall	Increase in student achievement and engagement.	November January March May
Increase academic achievement of our Hispanics and English Learners (EL) by working with our bilingual department 4 times a year to increase teacher capacity and knowledge of instructional strategies to support these target groups. Addresses Missed System Safeguard	Principal, Assistant Principal, IB Coordinator			Agendas, Electronic data wall, common assessment,	Increase in student achievement and engagement.	November January March May
Targeted reading instruction will be provided to meet the needs of all students using a variety of resources to meet the needs of each student. *Unit of Study- K-5	Principal, Assistant Principal, IB Coordinator	TI: \$30,000 FTEs: 0.5 SCE: \$60,000 FTEs: 1.0		Lesson plans, coaching schedule, IBC minutes, staff development, common assessments, Data/Action Wall, ELI, SELI, and STAAR results	Increase in student achievement and engagement.	November January March May

WIG 1: By May 2020, all students will make one year's growth or more in reading and writing through transdisciplinary learning measured by performance on district and state assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>*Megalabs *2nd Grade Reading Cadre *Running Records training *Curriculum Support form C & I.</p> <p>*Addresses Missed System Safeguard</p>						
<p>Targeted writing instruction will be provided to all students using a variety of resources.</p> <p>*Units of Study Project School for K-2- -5 PD Days, *Implementation of UofS Writing in all grade levels *UofS Phonics in grades K, 1</p> <p>*Addresses Missed System Safeguard</p>	Principal, Assistant Principal, IB Coordinat or			Lesson plans, coaching schedule, STAAR results,	Increase in student achievement and engagement.	November January March May
<p>Targeted math instruction will be provided using a variety of resources with an emphasis on increasing math problem solving .</p> <p>*Addresses Missed System Safeguard</p>	Principal, Assistant Principal	TI: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 0.5 TI:1, 385		Lesson plans, IBC agenda, meeting notes, faculty meetings	Increase in student achievement and engagement.	November January March May
<p>Targeted science instruction will be provided to all students using a variety of resources, including Science Lab attendance weekly.</p> <p>*Addresses Missed System Safeguard</p>	Principal, Assistant Principal, Teachers and Coaches			Lesson plans, IBC agendas, Science Lab Schedule	Increase in student achievement and engagement.	November January March May
<p>Continue professional development in the area of (AFL) assessment for learning. Focusing on: *Co-creating criteria *Strong and weak exemplars *Feedback</p>	Principal, Assistant Principal			Agendas, examples of implementation	Increase in student achievement and engagement.	November January March May

WIG 1: By May 2020, all students will make one year's growth or more in reading and writing through transdisciplinary learning measured by performance on district and state assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide supplemental materials for all content areas, as well as training.	Principal, Assistant Principal	TI: \$21,596.00		Purchase orders, lesson plans	Increase in student achievement and engagement.	November January March May
Provide field trips related to IB Units of Study for the purpose of front-loading provocations, investigations, and inquiry.	Principal, Assistant Principal, Team Leaders, IB Coordinator	TI: \$15,000		Travel requests, IB planners	Increase in student achievement and engagement	November January March May
Supplemental library materials	Principal, Assistant Principal, Librarian	TI: \$4,000		Purchase orders	Increase in student achievement and engagement	November January March May

WIG 1: By May 2020, all students will make one year's growth or more in reading and writing through transdisciplinary learning measured by performance on district and state assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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WIG 2: School culture and environment will improve as community members increase their learning and engagement

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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Monitor employee engagement by using the Insight Employee Engagement 2 times per year.	Principal, Assistant Principal				Increase in student achievement and engagement.	November January March May
Teachers will continue to grow professionally by observing and learning from their peers through a voluntary process based on choice.	Principal, Assistant Principal					
Increase the opportunities for the learning community to come and provide information as guest speakers, panel members as primary sources of information						
Increase parent communication through parent conferences, newsletters, IB newsletters, academic parent nights, social media, positive notes home, IB profile spirit tags.	Principal, Assistant Principal, Teachers, PTA			Newsletters, updated websites, parents conferences, grade level parent meetings, sign in sheets.	Increase collaboration between parents and the school	November January March May
A variety of community involvement activities: Generation STEM Night, Hot Dog Social, Literacy Night, Career Day, First Denton Mentors, TAMS, Fine Arts Night, Mor	Principal, Assistant Principal, Teachers, Counselor, PTA	T1: \$500 \$452 \$1000		Attendance sign-in sheets,	Increase collaboration between parents and the school	November January March May
Provide a variety of clubs to engage all students: Rayzor Runners, GOAL, Ballet Folklorico, STEM Club, Decision Makers	Principal, Assistant Principal, Teachers			Attendance	November January March May	November January March May

WIG 1: By May 2020, all students will make one year's growth or more in reading and writing through transdisciplinary learning measured by performance on district and state assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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WIG 2: School culture will improve as we engage our learning community (students, teachers, parents and other stakeholders) in our teaching and learning.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Monitor employee engagement by using the Insight Employee Engagement 2 times per year.	Principal, Assistant Principal			Surveys, Campus Culture and Engagement Survey	Increase in student achievement and engagement.	November January March May
Teachers will continue to grow professionally by observing and learning from their peers through a voluntary process based on choice.	Principal, Assistant Principal			Pineapple Chart sign up	Increase in student achievement and engagement.	November January March May
Increase the opportunities for the learning community to come and provide information as guest speakers, panel members as primary sources of information	Principal, Assistant Principal			Lessons plans, Volunteer hours, IB Planners	Increase in student achievement and engagement.	November January March May
Increase parent communication through parent conferences, newsletters, IB newsletters, academic parent nights, social media, positive notes home, IB profile spirit tags.	Principal, Assistant Principal, Teachers, PTA			Newsletters, updated websites, parents conferences, grade level parent meetings, sign in sheets.	Increase collaboration between parents and the school.	November January March May
A variety of community involvement activities: Generation STEM Night, Hot Dog Social, Literacy Night, Career Day, First Denton Mentors, TAMS, Fine Arts Night, Career Day.	Principal, Assistant Principal, Teachers, Counselor, PTA	T1: \$500 \$452 \$1000		Attendance sign-in sheets, Flyers	Increase collaboration between parents and the school.	November January March May
Provide a variety of clubs to engage all students: Rayzor Runners, GOAL, Ballet Folklorico, STEM Club, Decision Makers	Principal, Assistant Principal, Teachers			Attendance	Increase in student achievement and engagement.	November January March May

**Texas Education Agency
2019 Closing the Gaps
NEWTON RAYZOR EL (061901107) - DENTON
ISD**

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target	36%															
Target Met	Y															
TELPAS Progress Rate	39%															
TELPAS Progress	42															
TELPAS Total	109															
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	1	1
Target Met	Y	N	N	Y	N	N	N	Y	Y	N	N	N	Y	Y	1	1
STAAR Component Score	52	33	37	64	22	60	-	100	39	32	20	35	52	54		
% at Approaches GL Standard or Above	79%	65%	62%	91%	67%	89%	-	100%	67%	60%	36%	56%	78%	82%		
% at Meets GL Standard or Above	49%	32%	32%	63%	0%	58%	-	100%	34%	25%	19%	34%	50%	48%		
% at Masters GL Standard	28%	3%	16%	39%	0%	34%	-	100%	15%	12%	5%	16%	27%	31%		
Total Tests	728	62	253	367	3	38	-	5	347	179	58	32	597	131		
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	5	11
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
NEWTON RAYZOR EL (061901107) - DENTON
ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators Participation	EL (Current & Monitored) +										Non-Continuously Enrolled	Total Met	Total Evaluated
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)			
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading													
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	293	24	102	139	1	25	-	2	144	23	13	229	64
Total Tests	293	24	102	139	1	25	-	2	144	23	13	229	64
Mathematics													
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	293	24	102	139	1	25	-	2	144	23	13	229	64
Total Tests	293	24	102	139	1	25	-	2	144	23	13	229	64

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



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...

Walkthroughs
Assessment Planning
Lesson Plans
Technology
IBC Learning Communities (Minutes)
PYP Unit Planners

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">*Adequate amount of time to plan and collaborate*All grade levels are doing UofS*All teachers are supported*Prime Time to intervene*Literacy scores improving*All grades implementing UofS	<ul style="list-style-type: none">*More IB training to make planners more transdisciplinary*All grade levels accountable for writing*Protected learning time*More focus on writing, spelling*All grades accountable for writing*Spanish Resources

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.)...

NRE will continue IBC along with extended IBC days to work on rewriting planners to make them more transdisciplinary.
Protected learning time will be implemented along with ensuring UofS for reading and writing lessons.



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...

TEA Accountability Summary
201

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...

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.)...

NREI will focus on improving the academic success of all students.



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
Teacher Feedback
CLT
Agenda - Sign In Sheet

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...

<ul style="list-style-type: none">*Very supportive PTA*Diverse*Family Nights/Activities: IB, Literacy Night, STEAM, Grandparents, Book Fair*Exhibition*K-2 - 1st Baptist reading mentors*Calhoun NJHSParent Spanish translations*Decision Makers*Community Inspired Field Trips*District translator service	<ul style="list-style-type: none">*Work to have more parent engagement for all our families*Translate all documents for our spanish families*Increase parent involvement from PTA.*Invite more community members in our 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.)...

<p>NRE will focus open its outreach to our Spanish-speaking families and well as those of at-risk students so that ALL students and families on our campus feel that they have clear and transparent lines of communication.</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...

Surveys
Master Schedule with Duty

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"> *Decision Makers *PTA is very supportive of teachers *Teacher Voice is heard *P.D. Committee *Clear communications *Trusted 	<ul style="list-style-type: none"> - *More opportunities to see each other teach *Clarification of expectations UofS *IB Mega 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.)...

NRE will implement more IB training and time to see each other teach.



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...

Campus Culture and Climate Survey Parent/Teacher Surveys CLT
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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...
<ul style="list-style-type: none">*NRE is a community of learners*Students and teachers take action*Staff and Student Collaboration*Growing in Conceptual thinking*IBC*Global perspective in our instruction*High expectations for teachers, students*Student profile awards	<ul style="list-style-type: none">*Celebration/Sharing of learning*IB Learning*Integration of IB (continued)

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.)...

NRE will continue to grow in our learning of IB through PD, integration with our UofS curriculum.



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...

TEA Accountability Summary 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...
<ul style="list-style-type: none">*Peer mentors*New to IB meetings*IB training in Austin*Classroom visits*Observation of other in the building*Removal of distraction so we can teach more (Discipline)*Able to attend PD	<ul style="list-style-type: none">*More IB training*More observations in classrooms

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.)...

NRE will continue to support the learning environment in classrooms by supporting teachers with discipline. We will also add more IB training to continue to grow in this area.



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...

TEA Accountability Summary 2019 Stoplight High School Data Surveys
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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...
*School-wide implementation of UofS *Improvement in Meets and Masters	*Hispanic and EL learners needs *Increase in reading scores *Monitor the growth of all 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.)...

NRE will continue to provide a guaranteed and viable curriculum in all content areas. We will monitor and intervene as needed for all learners.



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...

BrightBytes Survey
Feedback
CLT

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"> *District support (Keegan) *Quick replies *Kids are familiar with technology *Computer Labs *Purchase request are usually supported *Librarian is open to new methods and concepts 	<ul style="list-style-type: none"> *More Chrome Books *Familiarity with technology that is available

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.)...

NRE will implement more technology by modeling to teachers and students.



Summary of Priority Needs

Demographics...

Student Achievement...

School Culture and Climate...

NRE will continue to grow in our learning of IB through PD, integration with our UofS curriculum.

Staff Quality, Recruitment and Retention...

NRE will continue to support the learning environment in classrooms by supporting teachers with discipline. We will also add more IB training to continue to grow in this area.

Curriculum, Instruction, and Assessment...

NRE will continue to provide a guaranteed and viable curriculum in all content areas. We will monitor and intervene as needed for all learners.

Family and Community Involvement...

NRE will focus open its outreach to our Spanish-speaking families and well as those of at-risk students so that ALL students and families on our campus feel that they have clear and transparent lines of communication

School Context and Organization...

Technology...

NRE will implement more technology by modeling to teachers and students.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Anna Lam
Teacher	Kelly Collins
Teacher	Anthony Rose
Teacher	Zachary Curran
Teacher	Aida Rojas
Teacher	Rebecca Hayes
Teacher	Jose Robles
Campus-Based Nonteaching Professional	Kelly Born
Campus-Based Para or Operations Staff Rep	Shelly Vandiver
District-Level Professional	Sally Brown
Parent Rep	Gwendolyn Moore
Parent Rep	
Community Rep	Doug Giles
Community Rep	
Business Rep	Lili Wright
Business Rep	

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

Date	Time	Location
September 5, 2019	3:15	Newton Rayzor Library
November 7, 2019	3:15	Newton Rayzor Library
January 2, 2020	3:15	Newton Rayzor Library
March 5, 2020	3:15	Newton Rayzor Library
May7, 2020	3:15	Newton Rayzor Library

W.S. Ryan Elementary



Campus Improvement Plan 2019-20

WS Ryan Elementary Table of Contents

- 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)

WS Ryan Elementary 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

Empowering students to become innovative thinkers and lifelong learners through problem solving, perseverance, and creativity.

School Vision

We believe that in order to support our mission, we will collaborate as a Professional Learning Community to:

- Increase student engagement through the integration of STEM in our everyday learning.
- Foster a safe and welcoming school culture and climate.
- Promote high standards by encouraging our students to reach their highest potential.
- Engage in meaningful and ongoing professional development that will have a positive impact on student learning.

School Values

RESPECT - We will value students' and staff's abilities, qualities, and achievements.

DIVERSITY/CULTURAL UNITY - We will unify our school's many cultures, by modeling acceptance for all, embracing traditions, and appreciating uniqueness.

ENCOURAGEMENT - We will be compassionate and approachable, and provide positive motivation for success.

PERSEVERANCE - We will motivate students to show grit, embrace productive struggle, and overcome obstacles while celebrating successes along the way.

INNOVATION - We will promote innovation and problem solving through our STEM initiative.

LIFELONG LEARNERS - We will foster a community of intrinsically motivated citizens on the continual pursuit of knowledge.

WIG 1: Improve universal instructional strategies in all core subject areas to increase student achievement as evidenced by:

- At least 85% of all students in grades K-3 will be on level in Reading and Writing on the ELI/SELI/DRA/Common Assessments by May 2020.
- We will have an increase of at least 5 points in the Meets and Masters categories on the STAAR for all subject areas in grades 3-5 by May 2020

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1. Conduct PLC meetings by grade level and vertical teams each nine weeks to analyze data, unpack the TEKS, plan lessons, create common assessments and rubrics, and review assessment for learning strategies. Additional time will be given each week for grade levels to continue their PLC focus, and supplemental pd opportunities will be provided.	Teachers Admin	TI \$1,000	1 2 4 7 8 9 10	PLC agendas & minutes Common Assessments and lessons implemented Walkthroughs	Results of: <ul style="list-style-type: none"> ● Common Assessments ● Report Card Assessments ● STAAR ● ELI/SELI/DRA/KR ● iStation & Imagine Math 	November 2019 January 2020 May 2020
2. Provide ongoing supplemental professional development, support, and materials for teachers and administrators to implement the Lucy Calkins Units of Study for Reading and Writing across all grade levels. PD opportunities given during the summer and throughout the school year.	Teachers Admin	TI \$10,000	1 2 3 4 8 10	Collaborative Thursdays Homegrown summer pd program (The Reading & Writing Project) Walkthroughs showing students writing every day Participation in PD Student Writing Samples	Results of: <ul style="list-style-type: none"> ● Common Assessments ● Report Card Assessments ● STAAR ● ELI/SELI/DRA/KR ● iStation & Imagine Math 	November 2019 January 2020 May 2020
3. 2nd Grade Teachers will participate in the DHS zone Reading Cadre as an added support to implement a balanced literacy approach using workshop model. PK-1st grade Teachers will participate in additional cadre sessions to support the work they began last year. Supplemental materials, such as literacy resources, will be provided. Substitutes will be provided for teachers to attend.	Teachers Interventionists Admin Coaches	TI \$2000	1 2 3 4 10	Cadre Participation Classroom Walkthroughs	Common Assessments, Report Card Assessments, ELI/SELI Assessments	November 2019 January 2020 May 2020

WIG 1: Improve universal instructional strategies in all core subject areas to increase student achievement as evidenced by:

- At least 85% of all students in grades K-3 will be on level in Reading and Writing on the ELI/SELI/DRA/Common Assessments by May 2020.
- We will have an increase of at least 5 points in the Meets and Masters categories on the STAAR for all subject areas in grades 3-5 by May 2020

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
4. All grade levels will participate in Language Arts learning labs throughout the year to provide coaching support and pd to strengthen their workshop model. Learning labs provide instructional coaching/modeling in the classroom and immediate feedback to teachers.	Teachers Interventionists Admin Coaches	TI \$1000	1 2 3 4 5 10	Learning Lab Participation Classroom Walkthroughs Student Writing samples Lesson Plans	Results of: <ul style="list-style-type: none"> ● Common Assessments ● Report Card Assessments ● STAAR ● ELI/SELI/DRA/KR ● iStation & Imagine Math 	November 2019 January 2020 May 2020
5. Provide Instructional Coach/ Reading & Math Interventionists to increase teacher understanding of the depth and complexity of the TEKS, Assessment for Learning strategies, assessments in all subject areas, and provide interventions to our at-risk students.	Interventionists Coaches Admin	TI \$50299 FTE: .05 SCE: 30,000 FTE: .05 SCE: 30,000 FTE: .05	1 2 3 4 8 9 10	Interventionist & Coaching schedules Lesson Plans Classroom Walkthroughs	Results of: <ul style="list-style-type: none"> ● Common Assessments ● Report Card Assessments ● STAAR ● ELI/SELI/DRA/KR ● iStation & Imagine Math 	November 2019 January 2020 May 2020
6. Assessment for Learning PD will focus on strategy 2 for Writing, Using models of strong & weak work; Strategy 3 - Descriptive Feedback, will be a focus for those on the AFL cohort and Instructional Leadership team.	Teachers Interventionists Coaches Admin	TI \$2,500	1 2 3 4 8	Strong and weak work samples used in classrooms Classroom Walkthroughs Student Writing Samples Faculty PD sessions	Results of: <ul style="list-style-type: none"> ● Common Assessments ● Report Card Assessments ● STAAR ● ELI/SELI/DRA ● iStation 	November 2019 January 2020 May 2020
7. Continue "Tier Time" within the school day for targeted instruction for specific student interventions across the grade levels, with supplemental materials, such as study guides, manipulatives, and literacy materials	Teachers Interventionists Coaches Admin	TI \$8,000	1 2 3 8 9	Walkthroughs Tier Time Schedule Lesson Plans	Results of: <ul style="list-style-type: none"> ● Common Assessments ● Report Card Assessments 	November 2019 January 2020 May 2020

WIG 1: Improve universal instructional strategies in all core subject areas to increase student achievement as evidenced by:

- At least 85% of all students in grades K-3 will be on level in Reading and Writing on the ELI/SELI/DRA/Common Assessments by May 2020.
- We will have an increase of at least 5 points in the Meets and Masters categories on the STAAR for all subject areas in grades 3-5 by May 2020

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
provided.			10		<ul style="list-style-type: none"> ● STAAR ● ELI/SELI/DRA/KR ● iStation & Imagine Math 	
8. Inform parents of curriculum expectations and provide parent updates on individual student progress through parent conferences, parent phone calls, and parent curriculum nights.	Teachers Interventionists Admin	TI \$1,000	1 6 7	Parent participation and sign-in sheets Conference documentation Kindergarten and PreK Orientation session participation	Culture & Climate Survey Results of: <ul style="list-style-type: none"> ● Common Assessments ● Report Card Assessments ● STAAR ● ELI/SELI/DRA/KR ● iStation & Imagine Math 	November 2019 January 2020 May 2020
9. Instructional Leadership Team will be utilized, consisting of admin, interventionists, coaches, and grade level reps in order to provide focused walkthrough classroom observations to provide feedback on instruction and progress, as well as collaborative pd sessions to strengthen our use of the Lucy Calkins Units of Study and workshop model.	I.L. Team members Admin	TI \$1,500	1 3 4 5 10	I.L. Team planning agendas Collaborative Thursday agendas	Engagement Survey Results of: <ul style="list-style-type: none"> ● Common Assessments ● Report Card Assessments ● STAAR ● ELI/SELI/DRA/KR ● iStation & Imagine Math Student Writing Samples	November 2019 January 2020 May 2020
10. Provide supplemental student support, such as before-or-after-school and Saturday School tutorials for students needing	Teachers Interventionists	TI \$20,000	1 2 3	Saturday School attendance roster	Results of: <ul style="list-style-type: none"> ● Common Assessments 	November 2019 January 2020

WIG 1: Improve universal instructional strategies in all core subject areas to increase student achievement as evidenced by:

- At least 85% of all students in grades K-3 will be on level in Reading and Writing on the ELI/SELI/DRA/Common Assessments by May 2020.
- We will have an increase of at least 5 points in the Meets and Masters categories on the STAAR for all subject areas in grades 3-5 by May 2020

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
interventions based on data analysis.	Admin		4 8 9 10	Before or After School attendance roster Saturday School and tutorial lesson plans	<ul style="list-style-type: none"> ● Report Card Assessments ● STAAR ● ELI/SELI/DRA/KR ● iStation & Imagine 	May 2020
11. Provide supplemental opportunities, such as field trips, to ensure a well-rounded education and provide experiences to close the opportunity gap.	Teachers Admin	TI \$1000	3 10	Field Trip attendance	Report Card Assessments	November 2019 January 2020 May 2020

WIG 2: WS Ryan will continue to improve the campus culture and climate by aligning our family and community involvement and extracurricular activities with our academic instruction and socio-emotional learning practices, designed to increase student engagement and achievement by May 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1. All staff members will participate in a book study, choosing either "Culturize" by Jimmy Casas or "The Energy Bus" by Jon Gordon beginning Summer 2019.	All staff	TI \$1000	1 2 4	Two faculty meetings per semester will be dedicated to book study activities.	Classroom Walkthroughs Engagement Survey Culture & Climate Survey	November 2019 January 2020 May 2020
2. We will continue our STEM initiative; STEM cohort teachers will bring their pd back to the faculty to implement in classrooms.	Teachers Admin	TI \$9,000	1 2 3 4 6	Weekly STEM activities Family STEM Night	Classroom Walkthroughs Culture & Climate Survey	November 2019 January 2020 May 2020
3. Parent Engagement Nights will be held during the school year to support our academic initiatives, such as Family Math Night, Dual Language family events, and Family STEM Night, to give parents hands-on opportunities to help enrich their children's learning.	Teachers Admin	TI \$6,553	1 2 6	Curriculum Nights Family Math Night Family STEM Night Dual Language events	Student Common Assessment results STAAR results Culture & Climate Survey Parent Feedback	November 2019 January 2020 May 2020
4. Restorative practices - continue to implement CHAMPS & Love & Logic in classrooms and school-wide, and begin morning meeting circles daily in each classroom.	Teachers Counselor Admin	TI \$500	1 2 3	Morning meetings CHAMPS will be seen in classrooms, hallways, and common areas	Reduced Discipline Referrals Engagement Survey Culture & Climate Survey	November 2019 January 2020 May 2020
5. We will participate in the Strengths Academy for all staff and 5th graders. They will take their Strengths Assessment and participate in Strengths activities throughout the year.	Teachers Counselor Admin	TI \$500	1 2 3 7 10	Strengths assessment taken for all staff and 5th grade	Engagement Survey Culture & Climate Survey Strengths Assessment results	November 2019 January 2020 May 2020
6. We will expand our Reading Mentor program through community recruitment efforts, to provide weekly Reading Mentors to our	Admin	TI \$500	1 2 9	Weekly Mentor Sessions Walkthroughs	ELI/SELI/Common Assessments & Report Card Assessments	November 2019 January 2020

WIG 2: WS Ryan will continue to improve the campus culture and climate by aligning our family and community involvement and extracurricular activities with our academic instruction and socio-emotional learning practices, designed to increase student engagement and achievement by May 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
students, with a focus on 2nd grade this year.						May 2020
7. Extracurricular clubs and leadership opportunities will be provided for students to encourage them to explore their talents and enrich their learning.	Teachers Counselor Admin	TI \$500	1 3 10	Extracurricular club participation	Reduced Discipline Referrals Common Assessment & Report Card Assessment	November 2019 January 2020 May 2020

**Texas Education Agency
2019 Closing the Gaps
RYAN EL (061901113) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target	36%															
Target Met	Y															
TELPAS Progress Rate	49%															
TELPAS Progress	97															
TELPAS Total	200															
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	1	1
Target Met	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	1	1
STAAR Component Score	58	40	54	66	67	70	100	50	51	52	49	39	57	61		
% at Approaches GL Standard or Above	85%	71%	83%	91%	100%	84%	100%	100%	81%	81%	60%	76%	84%	87%		
% at Meets GL Standard or Above	56%	33%	52%	66%	67%	72%	100%	50%	48%	50%	47%	29%	55%	61%		
% at Masters GL Standard	32%	16%	26%	41%	33%	53%	100%	0%	23%	25%	40%	12%	31%	36%		
Total Tests	796	70	416	267	6	32	3	2	435	361	81	41	625	171		
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	9	11
Target Met																
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ + Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

**Texas Education Agency
2019 Closing the Gaps
RYAN EL (061901113) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Total Indicators	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	314	32	160	105	2	13	1	1	170	141	33	17	244	70	244	70
Total Tests	314	32	160	105	2	13	1	1	170	141	33	17	244	70	244	70
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	314	32	160	105	2	13	1	1	170	141	33	17	244	70	244	70
Total Tests	314	32	160	105	2	13	1	1	170	141	33	17	244	70	244	70

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.



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...

Classroom Walkthroughs and Appraisals
Lesson Plans and Pacing Guides
PLC agendas and minutes
Common Assessment and Report Card Assessment Results
ELI/SELI/DRA/KR Assessment Results
STAAR & TELPAS Results

Engagement Survey
 Campus Culture and Climate Survey
 TEA Accountability summary and Distinction Designation Summary

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"> ● The Units of Study in Reading and Writing have been in full implementation in all grade levels for three years, with ongoing pd provided. ● Kinder and 1st grade have full classroom libraries aligned with the Units of Study; 2nd grade have a significant portion of the classroom library shelves; 3-5 have the most needed shelves/genres in classrooms. ● Regular PLC’s were held with all grade levels throughout the year and were focused on student data. ● Workshop model has been strengthened through ongoing pd and coaching. ● Ten staff members attended the TCRWP Homegrown program in Reading this summer. ● Three teachers attended the TCRWP’s Reading institutes at Columbia University’s Teachers College during the 2018-2019 school year. ● WSR received 5 out of 6 Distinction Designations on the 2019 Accountability Ratings! (Math, Reading/ELA, Comparative Closing Gaps, Postsecondary Readiness, Comparative Academic Growth) ● WSR had an overall 7 pt increase in overall STAAR tests passed. 	<ul style="list-style-type: none"> ● Continued PD and support to implement workshop, all balanced literacy components, continue with DHS Zone Reading cadre. ● Continue to provide books for classroom libraries aligned with Units of Study in grades 2-5. ● Begin implementing the Units of Study phonics program in K-2. ● As a Title 1 campus, a full time Math interventionist and Coach would be helpful to provide needed support to teachers and students. They are currently part-time, shared with other campuses. ● Writing will be an emphasis in our Units of Study campus PD this year to strengthen our Writing Workshop model and student achievement in writing. ● Continued work on AFL strategies, focusing on Strong & Weak work samples and Descriptive Feedback

<ul style="list-style-type: none"> ● Science STAAR scores increased by 7 pts from 2018. ● Having a full time Reading Interventionist has been a tremendous help in reaching all students who are below level in Reading. Title 1 funds are used to provide this. ● Instructional Leadership team provides coaching, modeling, and peer support in teams to ensure best practices are being utilized, and has strengthened universal instructional strategies. ● WSR 1st Grade teachers participated in the DHS Zone 1st Grade Reading Cadre all year. ● WSR is participating in the AFL cohort for the 2019-2020 school year, and staff members have attended the district's AFL institute for the past 3 summers. ● Learning Targets are consistently posted and referenced in each classroom for each subject area. ● The Principal is attending the TCRWP Leadership Institute at Columbia University's Teachers College to help support continued implementation of the Units of Study. 	
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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.)...

Our campus has made significant improvements in student achievement, as evidenced by our 2019 Accountability rating and distinctions, as well as common assessment results throughout the year, and increased community and parent engagement. Universal instructional strategies have been continuously improved, with supports from the Instructional Leadership team, ongoing relevant professional development, and multiple instructional resources and supplies provided to teachers. Title 1 and Campus funds will continue to be used to provide relevant instructional materials, aligned to our curriculum and grade level standards. Funds will also be used to provide ongoing professional development to staff to help support continual implementation of best practices and instructional initiatives. Our 2nd grade team will participate in the DHS Zone 2nd Grade Reading Cadre, and our campus-based PD will focus on Writing with AFL strategies and Units of Study through workshop

model. Many classrooms are still in need of updating their classroom libraries to increase the number of books that are available to support Readers Workshop, as well as align with the Units of Study.



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...

TEA Accountability Summary
Campus Culture and Climate Survey
Teacher-student ratios

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">● We have a diverse socio-economic student body.● Our WS Ryan communities continue to grow.● Our student mobility rate is low.● We continue to offer specialized programs to meet diverse student needs, including PreK, One-Way Dual Language Program, and the Academic & Functional Skills classes.● We have added a Bilingual PreK this year, to provide consistency in language development and biliteracy for our Bilingual students.● We continue to increase our EXPO identification and participation.	<ul style="list-style-type: none">● Our at-risk population continues to need additional academic support.

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.)...

WS Ryan has the privilege of having a diverse population with a low mobility and an overall good attendance rate. We continue to have new families moving into neighborhoods in our school zone. We offer several specialized programs, including One-Way Dual Language PreK-5, Academic & Functional Skills Class, and EXPO.



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 PTA Feedback Family Activity Participation
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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 -
<ul style="list-style-type: none"> ● WS Ryan has a very active and involved PTA and WatchDOGS.. ● We offer several family involvement activities, including: <ul style="list-style-type: none"> ○ PTA’s Fall Festival ○ Family Math Nights ○ Family STEM Nights ○ Individual Grade Level Curriculum Nights ○ PTA Spring Dance ○ Muffins with moms/Donuts with Dads ○ Grandparents Day lunches ○ Fine Arts Performances ○ Veterans Day Ceremony ○ Kindergarten Orientation events ○ Rockin’ Wrangler Celebration Assemblies ○ Teachers’ Gift of Time donations through PTA ○ Field Day parent and community volunteers ● Robson Ranch, as well as local churches and organizations, are providing mentors to read with students each week in Grades 2 & 3, which has helped increase students’ reading levels and love of reading. ● Local businesses, such as Mathnasium, First State Bank, Trinity United Methodist, and others provide money, services, and donations throughout the year to serve our students. ● Multiple communication venues are used to communicate school events and info to parents, including social media, website, marquee, email blasts, all-calls, and several teachers use the remind text app. ● High father involvement in the “WatchDOGS” program; participants have volunteered on campus during school and after-school events throughout the year. 	<ul style="list-style-type: none"> ● Increase participation in Curriculum Nights. ● Continue to increase the school’s and teachers’ communication to parents regarding school events. ● Continue to recruit volunteers and mentors. ● Increase opportunities to engage & inform our Bilingual parents at family and school events. ● Increase career events to inform and engage students in exploring their talents for future careers for all grade levels.

<ul style="list-style-type: none">● The number of volunteers on and off campus continues to increase. Volunteers work with teachers, students, in the office, at PTA events, and provide assistance for teachers from home as well.● The Foster Grandparent program provides valuable in-class support for teachers and students.● PTA provides thousands of dollars in enrichment grants to teachers each year for materials and technology that are used directly for students and instruction.	
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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.)...

We will continue to provide and promote family engagement activities to strengthen our relationships to impact student learning. Our enrollment continues to grow with new neighborhoods developed within our zone. We would like to increase family participation, as this will further engage our students in their learning and promote a continued positive campus culture and Climate. Developing family engagement and informational events for our Dual Language Program will also be a priority this year. Increasing career events to inform students about potential careers and encourage them to explore new talents would be beneficial for our students. We would like to continue to expand our Reading mentor program through recruitment efforts in our community. Title and campus funds will be used to help enrich these events.



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...

Climate and culture survey
Engagement survey
TEA Accountability data
PLC agendas and minutes
Campus Master Schedule
Team Leader Minutes

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">● Our master schedule allows for an intervention time in each grade level, with interventionists’ schedules arranged to be able to meet with students in each grade level during those intervention times.● The campus master schedule allows teachers to maximize instructional time for effective Reading and Writing workshops.● Our counselor provides lessons for classes, as well as individual and small group sessions.● We have a committee of grade level team leaders to provide input on school organizations, systems, and protocols.● Our Instructional Leadership team consists of admin, coaches, interventionists, and grade level reps to provide ongoing PD to teachers, focusing on best instructional practices on our Reading and Writing Units of Study.● The master schedule for special areas teachers has been arranged so they are free the last half hour of the instructional day to provide coverage for grade levels. This will allow grade levels to add collaborative planning time.	<ul style="list-style-type: none">● Provide guidance, time, and support for teachers to effectively manage planning time.● Continued support from interventionists and coaches.

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 continue to adjust our master schedule to meet student needs and provide the time and support teachers need for effective collaborative planning. Our Grade Level team leaders and Instructional Leadership team will continue to collaborate to ensure teachers have the time, resources, and support they need to implement best practices.



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...

Campus Culture and Climate Survey
Engagement Survey
PTA, Parent, and Community Feedback

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 level of participation in extra-curricular clubs, including: <ul style="list-style-type: none"> ○ Runners Club ○ Dance Team ○ Choir ○ Orchestra ○ Yearbook Club ○ Student Leadership Teams ○ EXPO Robotics Team ○ Green Team ○ Girls’ Coding Club ● Continuous positive feedback received about the warm and welcoming environment at WS Ryan. ● Culture and Engagement surveys indicate an improvement in recruiting volunteers. ● Most teachers were at their doors greeting students in the mornings during the 2018-29 school year. ● 5th Grade implemented the House System to encourage positive social skills and improve their social emotional learning. Student, teacher, and parent feedback has been very positive. 5th Grade office referrals have decreased from the previous year. ● Frequent celebrations of student achievement and citizenship skills, through our Rockin Wrangler assemblies and classroom Reading & Writing celebrations. 	<ul style="list-style-type: none"> ● Continue to provide extra-curricular activities based on student interest and talents. ● Continue to increase feedback given to parents regarding school events and student progress. ● Engage in a book study with staff with “Culturize” and “The Energy Bus” to promote continued collegiality and positive energy among the faculty. ● Commitment from 100% of staff to standing at their front door greeting every student in the morning. ● Implement morning meetings in every classroom during the 19-20 school year to focus on social-emotional development.

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.)...

Increasing and improving our feedback systems to parents and students regarding student progress will strengthen our relationships and further our students' engagement in their learning goals. We will continue to offer a variety of extra-curricular and interactive family engagement activities throughout the year, as well as the house system for specific grade levels.. Morning meetings will be implemented to focus on the students' social-emotional development. Staff will engage in book studies of "Culturize" and "The Energy Bus" to promote continued collegiality and positive energy among the faculty. We will continue to place an emphasis on celebrating student learning and positive social skills through our Rockin' Wrangler program and classroom Reading & Writing celebrations.



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...

TEA Accountability Summary
Culture & Climate Survey
Engagement Survey
T-Tess Data
Professional Development Data
Paraprofessional Qualifications

First-Year Teacher feedback
Mentor Teacher feedback

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">● Our partnership with UNT & TWU has provided us with high quality interns, some of whom have been hired onto our faculty and have shown success as classroom teachers.● 100% of our returning teachers participated in summer professional development opportunities.● The principal participated in the district’s bilingual recruitment committee, designed to recruit and select high-quality teachers certified in Bilingual education.● Our instructional leadership team provides much support and guidance for teachers to implement best practices.● Walkthroughs and T-Tess appraisals show clear evidence of teachers implementing best practices in classrooms and utilizing effective assessment for learning strategies.	<ul style="list-style-type: none">● Strengthen our First Year Teacher Orientation/Mentor System to help new teachers understand lesson planning, school expectations, and staff expectations.● Build social-emotional relationships with staff to retain high-quality teachers.● Provide continued PD opportunities to develop and retain our high-quality staff.● Continue to serve as a mentor school for student-teaching interns.● Continue to provide coaching support to teachers, and utilize title funds to provide an interventionist/coaching position.

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.)...

WS Ryan will continue to use instructional coaches to support newer teachers in the areas of assessment literacy, lesson planning, and workshop model. Professional Development will continue to be provided throughout the year to help all teachers meet the needs of students. Mentors will be provided to first year teachers to provide an additional layer of support for our first year teachers. Our campus will continue to partner with local universities to provide mentors for their student-teaching interns. The campus principal will continue to work with the district's bilingual recruitment committee to recruit high quality teachers certified in Bilingual Education



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...

TEA accountability ratings and distinction designations 2019 STAAR Results 2019 TELPAS results Common Assessment/ELI/SELI/DRA/imagine Math/iStation results Report card assessments PLC agendas and minutes
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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...
<ul style="list-style-type: none"> ● Received 5 out of 6 Distinction Designations - Math, Reading/ELA, Postsecondary Readiness, Comparative Closing Gaps, Comparative Academic Growth. ● TEA accountability rating 2019. ● Continued growth in achievement scores in all subject areas. ● “Meets” and “Masters” overall scores increased. ● Increased our Science STAAR score passing rate by 7 points ● Increased the overall percentage of STAAR tests passed by 7 points ● Saturday School intervention was used in the Spring to provide additional support for at-risk students in Math, Language Arts, and Science. ● Through participation in DHS zone 1st grade cadre, WSR 1st graders increased from 55% on level on ELI at beginning of the year to 80% on level on ELI at the end of the year; from 17% on level on SELI to 88% on level. ● The implementation of our STEM initiative in all grade levels has led to an improvement in the quality of Science instruction in the classroom, and the level of student engagement 	<ul style="list-style-type: none"> ● Continue to increase the number of students reading and writing on level in all grade levels. ● Increase the English proficiency of our English Language Learners in all 4 TELPAS domains - reading, writing, listening, and speaking. ● Interventionists and coaches should plan with teachers as often as possible to strengthen workshop model, which will give teachers more time to provide necessary interventions. ● Provide differentiation for students who are above level.

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.)...

It is important to provide continual support of ELL strategies to help our English Language Learners increase their English proficiency, while supporting the goal of being bilingual and biliterate through the one-way Dual Language Program. Our campus will continue to participate in the DHS zone Reading Cadre by providing continual support for PK-1st grade classrooms from their previous cadre work while implementing the Reading cadre work with 2nd grade. We will also have a campus-wide focus on writing through Writers Workshop, Assessment for Learning strategies, and the Units of Study. Continuing to improve our implementation of the workshop model will support teachers in progress monitoring. Title funds will be used to help strengthen these initiatives, as well as provide Saturday School interventions for our at-risk students, and classroom differentiation strategies for our students who are above level. We will continue to strengthen our STEM program in all grade levels, PK-5.



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 adapt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

BrightBytes Survey Engagement Survey Teacher and student feedback Classroom walkthroughs

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"> ● All classrooms in grades 1-5 have received sets of chromebooks, and Kindergarten will receive theirs next. All classroom teachers have taken the required DTEK training. ● Learning walk observations and lesson plans show increased use of instructional technology, such as Nearpod, Kahoot, Quizlet, iStation, imagine math, Socrative, Plickers,Stemscopes, Google Suite, iPads, and chromebooks. ● 3D printer has been provided by PTA and is being used by students. ● Due to programmatic changes, classrooms have opened up, and one computer lab is no longer used for a special program, so we will have two computer labs again. ● New and additional security cameras are being installed on campus, both indoors and outdoors. ● New interactive projectors will be installed during the 19-20 school year. ● DHS zone digital learning specialists provide support and professional development on various instructional technology to teachers. 	<ul style="list-style-type: none"> ● Increased interactive technology, such as interactive whiteboards/projectors, are needed in the classrooms. ● Continued PD with instructional technology to increase student engagement and assessment 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.)...

Teachers need continual support in learning how to use instructional technology in all subject areas. Utilizing instructional technology through faculty PD will enhance teachers' knowledge and comfort level with software, and will increase their use of the technology with the students. Teachers who are proficient with specific instructional technology and have used it successfully in their classrooms should be given the opportunity to provide pd to their colleagues.



Summary of Priority Needs

Demographics...

WS Ryan has the privilege of having a diverse population with a low mobility and an overall good attendance rate. We continue to have new families moving into neighborhoods in our school zone. We offer several specialized programs, including One-Way Dual Language PreK-5, Academic & Functional Skills Class, and EXPO.

Student Achievement...

It is important to provide continual support of ELL strategies to help our English Language Learners increase their English proficiency, while supporting the goal of being bilingual and biliterate through the one-way Dual Language Program. Our campus will continue to participate in the DHS zone Reading Cadre by providing continual support for PK-1st grade classrooms from their previous cadre work while implementing the Reading cadre work with 2nd grade. We will also have a campus-wide focus on writing through Writers Workshop, Assessment for Learning strategies, and the Units of Study. Continuing to improve our implementation of the workshop model will support teachers in progress monitoring. Title funds will be used to help strengthen these initiatives, as well as provide Saturday School interventions for our at-risk students, and classroom differentiation strategies for our students who are above level. We will continue to strengthen our STEM program in all grade levels, PK-5.

School Culture and Climate...

Increasing and improving our feedback systems to parents and students regarding student progress will strengthen our relationships and further our students' engagement in their learning goals. We will continue to offer a variety of extra-curricular and interactive family engagement activities throughout the year, as well as the house system for specific grade levels.. Morning meetings will be implemented to focus on the students' social-emotional development. Staff will engage in book studies of "Culturize" and "The Energy Bus" to promote continued collegiality and positive energy

among the faculty. We will continue to place an emphasis on celebrating student learning and positive social skills through our Rockin' Wrangler program and classroom Reading & Writing celebrations.

Staff Quality, Recruitment and Retention...

WS Ryan will continue to use instructional coaches to support newer teachers in the areas of assessment literacy, lesson planning, and workshop model. Professional Development will continue to be provided throughout the year to help all teachers meet the needs of students. Mentors will be provided to first year teachers to provide an additional layer of support for our first year teachers. Our campus will continue to partner with local universities to provide mentors for their student-teaching interns. The campus principal will continue to work with the district's bilingual recruitment committee to recruit high quality teachers certified in Bilingual Education.

Curriculum, Instruction, and Assessment...

Our campus has made significant improvements in student achievement, as evidenced by our 2019 Accountability rating and distinctions, as well as common assessment results throughout the year, and increased community and parent engagement. Universal instructional strategies have been continuously improved, with supports from the Instructional Leadership team, ongoing relevant professional development, and multiple instructional resources and supplies provided to teachers. Title 1 and Campus funds will continue to be used to provide relevant instructional materials, aligned to our curriculum and grade level standards. Funds will also be used to provide ongoing professional development to staff to help support continual implementation of best practices and instructional initiatives. Our 2nd grade team will participate in the DHS Zone 2nd Grade Reading Cadre, and our campus-based PD will focus on Writing with AFL strategies and Units of Study through workshop model. Many classrooms are still in need of updating their classroom libraries to increase the number of books that are available to support Readers Workshop, as well as align with the Units of Study.

Family and Community Involvement...

We will continue to provide and promote family engagement activities to strengthen our relationships to impact student learning. Our enrollment continues to grow with new neighborhoods developed within our zone. We would like to increase family participation, as this will further engage our students in their learning and promote a continued positive campus culture and Climate. Developing family engagement and informational events for our Dual Language Program will also be a priority this year. Increasing career events to inform students about potential careers and encourage them to explore new talents would be beneficial for our students. We would like to continue to expand our Reading mentor program through recruitment efforts in our community. Title and campus funds will be used to help enrich these events.

School Context and Organization...

We will continue to adjust our master schedule to meet student needs and provide the time and support teachers need for effective collaborative planning. Our Grade Level team leaders and Instructional Leadership team will continue to collaborate to ensure teachers have the time, resources, and support they need to implement best practices.

Technology...

Teachers need continual support in learning how to use instructional technology in all subject areas. Utilizing instructional technology through faculty PD will enhance teachers' knowledge and comfort level with software, and will increase their use of the technology with the students. Teachers who are proficient with specific instructional technology and have used it successfully in their classrooms should be given the opportunity to provide pd to their colleagues.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Lani Bell
Teacher	Ali Lopez
Teacher	Laura Malins
Teacher	Kim Conrad
Teacher	Ann Winkle
Teacher	Laurie Forsyth
Teacher	Monica Cervantes
Campus-Based Non Teaching Professional	Teresa Hardesty, Counselor
Campus-Based Para or Operations Staff Rep	LeeAnn Tate
District-Level Professional	Jesus Lopez De Nava
Parent Rep	Heather Kay
Parent Rep	Brie Dance
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
Wednesday, September 25, 2019	3:20	WSR Library
Tuesday, November 19, 2019	3:20	WSR Library
Tuesday, January 28, 2019	3:20	WSR Library
Wednesday, March 25, 2019	3:20	WSR Library
Wednesday, May 6, 2019	3:20	WSR Library