

Guyer Zone



Campus Improvement Plan 2019-20

John H. Guyer 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)

Mission, Vision, and Values

District Mission

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

School Mission

Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural, and physical aspects of learning in a positive environment.

School Vision

Guyer High School will provide a high quality education that prepares students to be responsible citizens who flourish in their post-secondary lives after graduation. We will cultivate an environment of efficient and effective problem-solvers who are empowered to think critically, collaborate, and communicate effectively.

School Values

We promote high expectations and a rigorous curriculum; We believe all students deserve an equitable education; We value collaborative learning; We promote critical thinking; We value effective communication; We value respect of self and others.

WIG 1: Through implementation of a focused academic intervention, acceleration, and enrichment plan, we will increase student achievement, as measured by students performing at the Meets Academic Performance Level, in each student accountability group by 5% on each STAAR EOC assessment by June 2020, and we will increase student achievement, as measured by students performing at the Masters Performance level by 5% on each STAAR EOC assessment by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>We will provide core areas with specific student EOC data from 2019 EOCs for data disaggregation and individual goal setting; strengthen rigor in PreAP and AP classes to ensure instruction is at the necessary rigor for success on AP exams and post-secondary readiness.</p>	<p>Administrators Testing Coordinator</p>			<p>Department Meeting Agendas PAP/AP Meeting Agendas PLC Agendas</p>	<p>Increased EOC and AP scores</p>	
<p>We will implement DMTSS to increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities, focused EOC study sessions, and mentoring programs</p>	<p>Administrators Department Heads</p>			<p>Planning Date Data Calendar of Dates PLC Agendas</p>	<p>Increased success in student grades and EOCs Student grade reports</p>	
<p>English staff will increase evidence-based reading opportunities for all students in English classes and all other content areas, utilize common planning to create common assessments, analyze common assessment data from Aware to determine areas of need, and design intervention before, during, and after the school day.</p>	<p>English staff</p>			<p>English Department Meetings PLC Agendas Lesson Plans Common Planning Agendas PSAT/SAT/ACT data Tutorial Attendance Documentation</p>	<p>Evidence of increased success on STAAR EOCs Student grade reports</p>	
<p>As a result of analyzing STAAR EOC and district and teacher assessments, math staff will utilize common planning time to plan for creating and analyzing common assessments, collaboratively designing high quality lessons and implementing high quality instruction.</p>	<p>Math staff</p>			<p>Lesson Plans Planning Agendas PLC Agendas Online Tutorials</p>	<p>Evidence of increased success on STAAR EOCs Student grade reports</p>	
<p>Science staff will utilize common planning</p>	<p>Science staff</p>			<p>Lesson Plans</p>	<p>Evidence of increased</p>	

WIG 1: Through implementation of a focused academic intervention, acceleration, and enrichment plan, we will increase student achievement, as measured by students performing at the Meets Academic Performance Level, in each student accountability group by 5% on each STAAR EOC assessment by June 2020, and we will increase student achievement, as measured by students performing at the Masters Performance level by 5% on each STAAR EOC assessment by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>times and collaboration with colleagues to plan for activities that increase student skills of analysis and synthesis.</p>				<p>Planning Agenda Walkthrough Data PLC Agendas</p>	<p>success in student grades, STAAR EOCs, and common assessments</p>	
<p>Social Studies staff members will increase document analysis/evidence-based reading at all grade levels. An increased focus on this skill will raise scores at all grade levels and AP.</p>	<p>Social Studies staff</p>			<p>Lesson Plans Planning Agenda Walkthrough Data PLC Agendas</p>	<p>Evidence of increased success in student grades, STAAR EOCs, and common assessments</p>	
<p>Continue to support and provide common planning time for staff to collaborate and build/analyze quality common assessments (content-based PLCs)</p>	<p>Administrators Department Heads</p>			<p>Planning Date Data Calendar of Dates PLC Agendas</p>	<p>Increased success in student grades and STAAR EOCs</p>	
<p>Increase writing and content evidenced based reading opportunities for all students across all subject areas</p>	<p>All core staff</p>			<p>Lesson Plans Planning Agendas</p>	<p>Evidence of increased success in student grades, and STAAR EOCs</p>	
<p>Reinforce Assessment for Learning Strategies with an emphasis on providing students with clear learning targets/begin learning on strong and weak work</p>	<p>Teaching staff; administrators</p>			<p>Walkthroughs Observations Lesson Plans</p>	<p>Increased mastery of learning objectives</p>	
<p>Continue campus initiative focused on disciplinary literacy</p>	<p>All staff</p>			<p>Lesson Plans PLC Agendas T-TESS Data</p>	<p>Evidence of increased student success on campus, district, state and national assessments</p>	

WIG 2: Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Education Agency’s College, Career, and Military Readiness Indicators, we will increase the percentages of students meeting academic indicators or standardized testing benchmarks by June 2020. Additionally, Guyer High School will ensure that the percentages of students engaged in school and community activities and organizations increases by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Recruit and retain potential students for our PreAP/AP/dual credit courses</p> <ul style="list-style-type: none"> -Utilize AP Potential™ to identify students whose classroom performance and standardized testing results suggest high potential for success in AP and on AP Exams -Employ AP Vertical Teaming between middle school and high school in the Guyer Zone -Offer additional professional development for AP teachers -Offer parent education opportunities regarding student participation in AP program -Offer College 101 during course request period for potential dual credit students -Send dual credit postcards/letters to eligible students who are potential dual credit students <p>Recruit and retain potential students for our dual credit courses</p> <p>Counsel and advise student course selection to increase student enrollment and completion of coherent sequence of CTE courses</p> <p>Continue organization, activity, club recruitment</p>	<p>Teachers Counselors</p> <p>Administrators</p>			<p>Increased participation/enrollment/retention in PreAP/AP/dual credit courses</p> <p>Increased participation/enrollment/retention in dual credit courses</p> <p>Increased completion of coherent sequence of CTE courses</p> <p>Every student at GHS will</p>	<p>Increased Pre/AP credit awarded</p> <p>Increased AP exam scores</p> <p>Increased college credit awarded</p> <p>Decrease in students dropping PreAP/AP courses</p> <p>Every student at GHS will</p>	

WIG 2: Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Education Agency's College, Career, and Military Readiness Indicators, we will increase the percentages of students meeting academic indicators or standardized testing benchmarks by June 2020. Additionally, Guyer High School will ensure that the percentages of students engaged in school and community activities and organizations increases by June 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				belong to school recognized organization, activity or club	belong to school recognized organization, activity or club	

WIG 3: The Guyer High School student body and staff will develop an atmosphere of acceptance at GHS by showing a 5% increase in feelings of safety and connectedness by June 2020, as measured by a campus-created safety and connectedness survey.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Provide education and activities for all students and staff on Bully Prevention, Suicide Prevention, Child Sexual Abuse and Assault, Teen Dating and Relationship Violence and Harassment, and Substance Abuse Prevention, with an emphasis on living well.</p> <p>Parent education in mental health and wellness through conducting parent presentations and providing resources.</p> <p>Continue monthly safety audits of facilities.</p> <p>Continue to communicate with parents through E Alerts, Guyer Website, HAC, and Newsletters, and Naviance emails.</p>	<p>Counselors Administrators</p> <p>Counselors Administrators SRO</p> <p>Administrators</p> <p>Administrators;</p> <p>Counselors; Librarians and ITS</p>			<p>Survey concerning safety and connectedness on campus</p> <p>Discipline Data</p> <p>Parent Presentation</p> <p>Attendance</p> <p>Post-Parent Presentation Surveys</p> <p>Calendar of Audits</p> <p>Website E-Alerts Newsletters Gradespeed Usage</p>	<p>Survey data/results concerning safety and connectedness on campus</p> <p>Lower incidences of bully, harassment, fighting, etc. on the end of the year discipline report</p> <p>Increased parent participation; increased parent request for resources; increased traffic on mental health website</p> <p>Calendar of Audits</p> <p>Parent Survey Website E-Alerts Newsletters Gradespeed usage</p>	

**Texas Education Agency
2019 Closing the Gaps
GUYER H S (061901007) - DENTON ISD**

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Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	19	20	95%	50.0%	47.5
Graduation Status	4	7	57%	10.0%	5.7
ELP Status	0	1	0%	10.0%	0.0
School Quality Status	9	9	100%	30.0%	30.0
Closing the Gaps Score					83

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)	Continu- ously Enrolled	Non- Continu- ously 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%		
Target Met	Y	Y	Y	Y		Y			Y	Y	N	Y	Y	Y		
% at Meets GL Standard or Above	69%	61%	54%	77%	53%	77%	75%	0%	44%	36%	18%	48%	71%	59%		
# at Meets GL Standard or Above	1,059	100	225	674	8	49	3	0	167	68	26	16	881	178		
Total Tests (Adjusted)	1,539	164	413	878	15	64	4	1	378	189	141	33	1,235	304		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y		
% at Meets GL Standard or Above	72%	70%	57%	80%	75%	72%	50%	-	47%	50%	28%	54%	75%	60%		
# at Meets GL Standard or Above	409	45	84	263	3	13	1	-	67	35	15	7	342	67		
Total Tests (Adjusted)	565	64	147	330	4	18	2	-	144	70	54	13	453	112		
Total Indicators															19	20
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	Y	Y					Y	N	Y		Y	Y		
Academic Growth Score	69	74	67	69	63	82	0	-	64	62	63	61	69	70		
Growth Points	413.5	43.5	99.0	250.5	2.5	18.0	0.0	-	80.5	36.5	22.5	8.5	346.0	67.5		
Total Tests	595	59	148	361	4	22	1	-	125	59	36	14	499	96		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	Y	Y	Y					N	Y	N		Y	N		
Academic Growth Score	80	83	73	82	88	84	100	-	67	71	42	82	82	69		
Growth Points	414.0	46.5	98.0	251.5	3.5	13.5	1.0	-	83.5	45.0	18.0	9.0	353.0	61.0		
Total Tests	518	56	134	307	4	16	1	-	124	63	43	11	430	88		
Total Indicators															14	18
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Y	Y	Y	N					N	Y	N					

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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	98.5%	98.2%	97.1%	98.9%	100.0%	100.0%	-	100.0%	96.4%	91.2%	88.6%					
# Graduated	597	56	134	373	4	21	-	9	107	31	31					
Total in Class	606	57	138	377	4	21	-	9	111	34	35					
Total Indicators															4	7
English Language Proficiency Status																
Target										36%						
Target Met										N						
TELPAS Progress Rate										28%						
TELPAS Progress										34						
TELPAS Total										121						
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	Y	Y	Y	Y	N			Y	Y	Y	Y	Y	Y		
STAAR Component Score	66	60	54	71	66	72	73	67	47	40	27	54	68	56		
% at Approaches GL Standard or Above	88%	86%	78%	93%	91%	92%	100%	75%	73%	66%	52%	85%	90%	82%		
% at Meets GL Standard or Above	75%	68%	60%	82%	64%	80%	80%	75%	51%	42%	25%	59%	77%	63%		
% at Masters GL Standard	34%	27%	24%	39%	42%	44%	40%	50%	17%	11%	4%	19%	37%	24%		
Total Tests	3,483	363	902	2,014	33	157	10	4	820	395	295	68	2,818	665		
Total Indicators															11	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	71%	51%	72%	72%	60%	83%	-	72%	60%	81%	82%	64%	72%	59%		
# Students meeting CCMR	426.5	28.0	106.0	266.5	3.0	16.5	-	6.5	62.0	28.5	34.5	4.5	382.0	44.5		
Total Students	604	55	147	368	5	20	-	9	104	35	42	7	528	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.

**Texas Education Agency
2019 Closing the Gaps
GUYER H S (061901007) - 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
Total Indicators															9	9
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	97%	100%	99%		
# Participants	1,617	167	462	898	15	69	4	2	421	240	160	35	1,275	342		
Total Tests	1,623	169	462	902	15	69	4	2	423	240	161	36	1,278	345		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	586	65	155	339	4	19	2	1	156	77	57	15	460	126		
Total Tests	587	65	155	340	4	19	2	1	156	77	57	15	461	126		

*** 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...

State accountability data
PLC Data
T-TESS observation data
District assessment data
Professional Development Plan
Scope and Sequence; Pacing Guides

Teacher Lesson Plans
 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...
High quality PLCs Assessment for Learning Strategy Implementation Teacher knowledge of and implementation of curriculum High quality teacher professional development opportunities	Additional professional development in next stages of Assessment for Learning Additional professional development in Professional Learning Communities at Work Continued utilization of campus instructional coach Provide the maximum intentional collaboration time for PLCs Continue to support and grow our DMTSS Continue to use of data to inform instruction

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 professional development in next stages of Assessment for Learning

Provide additional professional development opportunities in Professional Learning Communities to ensure entire staff understands campus vision for PLCs

Request instructional coaching position

Provide the maximum intentional collaboration time for PLCs

Continue to support and grow our DMTSS

Continue to use of data to inform instruction



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Enrollment
Attendance
Ethnicity
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

Findings/Analysis

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Strengths...	Needs...
Low mobility rate for our school comparison group	Identify and recruit more students to dual credit courses
Strong truancy prevention measures	Identify and recruit more students to AP courses
State accountability results continue to increase	Continue to monitor and make meaning of trends in special programming
Attendance rates continues to rise	Develop strategies for addressing and lowering the percentage of students identified as At-Risk

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.)...

Identify and recruit more students to dual credit courses

Identify and recruit more students to AP courses

Continue to monitor and make meaning of trends in special programming

Develop strategies for addressing and lowering the percentage of students identified as At-Risk



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...

Parent surveys

Home Access Center Usage

Volunteer Logs

PTSA Membership

Adopt-A-School Participation

Booster club membership

Community Service Agencies and Support Services

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 -
Increased membership in PTSA High parental and community support for the student body GHS Alumni Association continues to evolve	Meaningful opportunities for parental engagement Continue to increase PTSA membership and active participation Continue to develop business and community partnerships

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.)...

Meaningful opportunities for parental engagement Continue to increase PTSA membership and active participation Continue to develop business and community partnerships



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 duty protocol

Administrative meeting agendas

Teacher duty protocol

PLC agendas

Professional development agendas

CLT Agendas

PLC Agendas

Campus Master Schedule

Findings/Analysis

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

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

Strengths...	Needs...
Administrator leadership	Continue to find and support opportunities to develop student leadership
Teacher leadership	
Campus Leadership Team	Enhance administrator leadership
Instructional Leadership Team	
Organizational Leadership Team	

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 enhance vehicles for collaborative leadership between administration and teachers

Continue to find and support opportunities to develop student leadership



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

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

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Surveys
Focus Groups
Feedback Data
Classroom and School Walkthrough Data
Parent Conferences, Meetings
College, Career, Military Readiness 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...
College, Career, Military Supporting Culture Family atmosphere Highly engaged staff and student body Campus culture of high expectations Campus culture supports academic excellence	Improve communication from school to home at multiple levels Publicize the great things happening on campus Intentionally address specific concerns identified in student, parent, and staff surveys

Summary of Needs

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

Find additional opportunities for evidence of the value we place on our teaching staff Improve communication from school to home at multiple levels Publicize the great things happening on campus Intentionally address specific concerns identified in student, parent, and staff surveys



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Teacher Certification/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

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% Highly Qualified Staff Knowledgeable and skilled teaching staff Engaging and committed teaching staff	Continue to provide quality, ongoing professional 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.)...

Find opportunities for genuine rewards, acknowledgment, appreciation of staff performance

 Continue to provide quality, ongoing professional development



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...

2019 EOC Data

PSAT/SAT Data

ACT Data

Campus and district assessment data

AP/Dual Credit Data

State accountability data

Graduation rates

Dropout rates

Failure rates

Findings/Analysis

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

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

Strengths...	Needs...
High graduation rate	Continue to support high functioning PLCs
Low dropout rate	Continue to support SAT preparation class
SAT Preparation	Continue to support the implementation of DMTSS
DMTSS implementation	Continue to grow in our building-wide implementation of Assessment for Learning Strategies
Effective PLCs	

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 high functioning PLCs

Continue to support SAT preparation class

Continue to support the implementation of DMTSS

Continue to grow in our building-wide implementation of Assessment for Learning Strategies



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...

Technology Policies and Procedures

Technology integration 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...
Passionate and knowledgeable instructional technology specialist	Continue to increase the number of student devices throughout the campus

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 support high levels of technology integration throughout the campus</p> <p>Continue to increase the number of student devices throughout the campus</p>



Summary of Priority Needs

Demographics...

Identify and recruit more students to dual credit courses

Identify and recruit more students to AP courses

Continue to monitor and make meaning of trends in special programming

Develop strategies for addressing and lowering the percentage of students identified as At-Risk

Student Achievement...

Continue to support high functioning PLCs

Continue to support SAT preparation class

Continue to support the implementation of DMTSS

Continue to grow in our building-wide implementation of Assessment for Learning Strategies

School Culture and Climate...

Improve communication from school to home at multiple levels

Publicize the great things happening on campus

Intentionally address specific concerns identified in student, parent, and staff surveys

Staff Quality, Recruitment and Retention...

Continue to provide quality, ongoing professional development

Additional professional development in next stages of Assessment for Learning

Provide the maximum intentional collaboration time for PLCs

Continue to support and grow our DMTSS

Continue to use of data to inform instruction

Curriculum, Instruction, and Assessment...

Additional professional development in next stages of Assessment for Learning

Provide the maximum intentional collaboration time for PLCs

Continue to support and grow our DMTSS

Continue to use of data to inform instruction

Family and Community Involvement...

Meaningful opportunities for parental engagement

Continue to increase PTSA membership and active participation

Continue to develop business and community partnerships

School Context and Organization...

Continue to enhance vehicles for collaborative leadership between administration and teachers

Continue to find and support opportunities to develop student leadership

Technology...

Continue to support high levels of technology integration throughout the campus

Continue to increase the number of student devices throughout the campus

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Bridget Matamoros-Mota
Teacher	Stephanie Taylor-Whitlow
Teacher	Shanna Stovall
Teacher	Misty Moffit
Teacher	Jill McGrew
Teacher	Steve Shade
Teacher	Melissa Boyd
Campus-Based Nonteaching Professional	Lisa Hurst
Campus-Based Para or Operations Staff Rep	Jodi Peterie
District-Level Professional	
Parent Rep	LaQuita Harmon
Parent Rep	Aimee Jones
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
9/3/2019	4:15 p.m.	GHS Library
11/12/2019	4:15 p.m.	GHS Library
1/14/2020	4:15 p.m.	GHS Library
3/17/2020	4:15 p.m.	GHS Library
5/12/2020	4:15 p.m.	GHS Library

Crownover Middle School



Campus Improvement Plan 2019-20

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- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

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

School Mission

At Ronny Crowover Middle School, we are committed to provide a positive and safe learning environment that encourages students to become lifelong learners. We will strive to partner with parents to model and teach leadership skills, academic skills, technology utilization, and good communication. We will promote good citizenship and decision making for our diverse student population.

School Vision

Dedicated to Students-Committed to Excellence

School Values

GRIT

- G=Growth Mindset
- R=Respect through Relationships
- I-Involvement through Service
- T=Time to Achieve

WIG 1: Improve student achievement in each grade level, content area, and special populations by 5% as measured by state assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All core content teachers will participate in weekly Core Time meetings to develop common lesson plans to ensure vertical and horizontal alignment through the use of 5E lesson planning.	Administrators, ELAR, Math, Science, and Social Studies teachers.			Agendas, sign-in sheets, and lesson plans.	Student work, common formative assessments, and common summative assessments.	Once per week Ongoing
Bi-weekly RtI Team Meetings will be held to identify and monitor student progress in all core classes in order to reduce the achievement gap while focusing specifically on Special Education student performance in Reading. *Addresses missed systems safeguard.	RCMS Core Content Staff, Administrators and Counselors			Team developed student lists, AWARE monitoring lists, PLC agendas, and teacher feedback.	Reduced number of students on RtI list.	Once per week Ongoing
ELAR teachers will utilize Lucy Calkins Workshop model to strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students, including Special Education students. *Addresses missed systems safeguards.	Administration; ELAR teachers			Student work samples, classroom libraries, units of study and lesson plans.	Calibration meetings, scorecard monitoring, and student work.	October: 2019 January: 2020 May: 2020
Implementation of Math Intervention remediation class in addition to math class, for 6th, 7th, and 8th grade for students identified as needing additional support due to not meeting standard on Math STAAR tests the previous school year.	Administration; Math teachers			Reflected on student schedules and master schedule; ongoing Math PLC meetings to plan and discuss individual needs; progress monitoring based on student mastery of TEKS.	Progress reports, math common assessments, scorecard reporting, and Math STAAR assessments.	October: 2019 January: 2020 May: 2020
Implementation of Imagine Math program for all students placed in Math Intervention courses. *Address missed safeguards.	Administration; Math teachers	Campus Funds		Lesson plans, students progress reports, scorecard reporting, walkthroughs.	Increased students' grades, improved student achievement measured by STAAR.	October: 2019 January: 2020 April: 2020

WIG 1: Improve student achievement in each grade level, content area, and special populations by 5% as measured by state assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Ongoing before and after school tutoring offered by individual core content teachers specifically targeting sub-pops not meeting standard on Math STAAR as determined by the 2019 Systems Safeguards.</p> <p>*Addresses systems safeguards.</p>	<p>Administrators, ELAR, Math, Science, and Social Studies teachers.</p>			<p>Tutorial sign-in sheets maintained by individual teachers.</p>	<p>Increase students' grades and student performance on STAAR.</p>	<p>Ongoing</p> <p>May: 2020</p>
<p>Implementation of IXL in 6th, 7th, and 8th grade math classes to support students identified showing gaps in grade level math.</p> <p>*Addresses systems safeguards.</p>	<p>Administration; Math teachers</p>			<p>Lesson plans, students grades, IXL teacher reports, and campus walkthroughs</p>	<p>Improved students' grades, improved student achievement measured by STAAR.</p>	<p>October: 2019</p> <p>January: 2020</p> <p>April: 2020</p>

WIG 2: Improve student progress (Index #2) by 5 points as measured on the State Report Card.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of BOY, MOY, and EOY progress monitoring tool in Reading and Math for 6th, 7th, and 8th grade.	Administration; Math and ELAR teachers			Scorecard monitoring tool.	Analysis of student performance data. Improved STAAR performance.	October: 2019 January: 2020 May: 2020
6th, 7th, and 8th grade will utilize MAP testing as universal screener for Math and Reading.	Administration; Math and ELAR teachers			Map reports, Scorecard monitoring tool.	Analysis of student performance data. Improved STAAR performance.	October: 2019 January: 2020 May: 2020
Implementation of Achieve 3000 online course for identified students showing significant gaps in ELAR progress in addition to primary ELAR course. *Addresses missed safeguards.	Administration; ELAR teachers	SCE: \$60,000 FTEs: 1:0		Reflected on student schedules and master schedule; ongoing ELAR PLC meetings to plan and discuss individual needs; progress monitoring based on student mastery of TEKS.	Progress reports, Achieve 3000 teacher reports, scorecard reporting, and Reading and Writing STAAR assessments.	October: 2019 January: 2020 May: 2020
Implementation of IXL in 6th, 7th, and 8th grade math classes to support students identified showing gaps in grade level math. *Addresses systems safeguards.	Administration; Math teachers			Lesson plans, students grades, IXL teacher reports, and campus walkthroughs.	Improved students' grades, improved student achievement measured by STAAR.	October: 2019 January: 2020 May: 2020
Weekly RtI Team Meetings will be held to identify and monitor student progress in all core classes in order to reduce the achievement gap while focusing specifically on Special Education student performance in Reading. *Addresses missed systems safeguard.	RCMS Core Content Staff, Administrators and Counselors			Team developed student lists, AWARE monitoring lists, PLC agendas, and teacher feedback.	Reduced number of students on RtI list.	Once per week Ongoing

WIG 3: Improve effective and timely campus communication by 5% with students, staff, and parents as measured by campus and district engagement surveys.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continuation of Parham Pages staff communication memo.	Principal and Assistant Principals			Weekly newsletter through the use of SMORE online program.	Teacher feedback, campus engagement survey.	Weekly
Use of in-school announcements, school messenger, and campus website and calendar.	Principal, Assistant Principals, and Counselors			Weekly announcements, school messenger reports, and monthly website audits.	Teacher feedback, Campus Culture and Climate survey.	Ongoing
Use of Facebook, Twitter, and School Messenger for parent communication	Principal, Assistant Principals, and Counselors			Monthly Audits for implementation.	Parent feedback through surveys	Ongoing
Counselor Newsletter	Counselors			Quarterly newsletter	Parent feedback through surveys	October: 2019 December: 2019 March: 2020 May: 2020
Implementation of online campus suggestion google form.	Administration			Google form, teacher submission, and campus response.	Campus Culture and Climate survey	Ongoing

**Texas Education Agency
2019 Closing the Gaps
CROWNOVER MIDDLE
(061901041) - 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										72%						
TELPAS Progress										55						
TELPAS Total										76						
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	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y		
STAAR Component Score	61	52	53	66	66	71	67	59	45	42	32	60	63	55		
% at Approaches GL Standard or Above	89%	80%	83%	93%	92%	94%	100%	87%	77%	74%	54%	93%	90%	86%		
% at Meets GL Standard or Above	62%	52%	50%	68%	73%	71%	75%	58%	43%	38%	25%	60%	64%	54%		
% at Masters GL Standard	33%	25%	25%	37%	32%	49%	25%	31%	15%	15%	16%	27%	36%	24%		
Total Tests	2,824	263	686	1,636	37	114	4	84	709	321	263	113	2,177	647		
Total Indicators																
															12	13
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
CROWNOVER MIDDLE
(061901041) - 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%	100%	100%	100%	100%		
# Participants	965	97	241	542	13	42	1	29	252	119	89	38	729	236		
Total Tests	965	97	241	542	13	42	1	29	252	119	89	38	729	236		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	966	97	241	543	13	42	1	29	252	119	89	38	730	236		
Total Tests	966	97	241	543	13	42	1	29	252	119	89	38	730	236		

*** 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...

STAAR Data School Report Card TAPR Reports Safeguards Report Eduphoria (Forethought) for lesson plans and (Aware) for common assessment data Learning Walks

Assessment For Learning Planning
Core Time Agendas and Minutes
DISD Curriculum Guides

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">● Increased common assessment scores.● 90% passing rate on 1st round of STAAR Reading 8.● Over 90% passing rate on the 1st round of STAAR Math 8.● 8th grade Math performance increased one Quartile as measured by TEA accountability system.● Improve student performance in 8th grade Science.● Improve student performance in 6th grade Reading as measured by State Accountability performance.	<ul style="list-style-type: none">● Staff training to assist with utilizing workshop model with implementation of differentiated instruction.● Data continues to reveal discrepancies amongst EL, SpEd and low socioeconomic students.● Staff support for imbedded intervention in the classroom specifically in the 4 cores.● Continued development of the PLC process in all content areas.● Progress monitor students specifically in Math and ELAR.

Summary of Needs

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

- RCMS will utilize and monitor Professional Learning Communities to ensure that lesson developed addresses students' needs as well as focus on a rigor level satisfying a meets and masters level as measured by state assessments.
- Continue development of Lucy Calkins Workshop model and Assessment For Learning strategy implementation utilizing learning targets, effective feedback, and differentiation. In order to improve student progress, all students focus on extending the learning.



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 PEIMs submission for staff 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"> ● 96.9% attendance rate ● 27.1% of the staff holds a master’s degree ● 34.8% of the teachers have 10 years of experience 	<ul style="list-style-type: none"> ● Develop a first-year teacher orientation program to help new teachers understand campus expectations, lesson planning, and instruction. ● Assign first-year teachers to a mentor teacher. ● Increase the number of highly qualified minority teachers on campus to better represent student population. ● Increase teacher support with changing cultural campus 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.)...

<ul style="list-style-type: none"> ● RCMS will continue to seek current professional development and programs that assist staff meet the academic, behavioral, and social/emotional needs of our growing diverse population. ● RCMS will continue to develop campus-wide best practices through the use of Positive Behavior Support Systems to assist students as identified as high need.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Data review of K-12 Insight PTA meeting agendas and feedback CLT community member feedback Gallup 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...

<ul style="list-style-type: none">● Strong PTA involvement● RCMS offers the following family and community involvement activities: Open House, Subway spirit night, Stock Your Locker, Stampede, Family Fiesta Night.● RCMS has established strong partnerships with the following community business/entities: Kroger, Corinth PD, TWU, UNT, and NCTC.● RCMS has established mental health partnerships with a variety of entities in the community which allows for counseling referrals, as well as, put families in touch with needed resources such as food and clothing.● CrossPoint Community church provided RCMS students in need with backpacks, binders, school supplies and gift cards for holiday assistance.● PTA facilitates community donations for Renaissance with the following businesses: Walmart, Sonic, Subway and local country club.	<ul style="list-style-type: none">● RCMS will continue to increase communication with the community through the use of School Messenger, PTA Meetings, and campus website.
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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">● RCMS will continue to improve in the area of communication and community involvement for students, parents, and staff. It has been identified that communication and community involvement in the strategic planning process for academic, behavioral, and social/emotional must be timely and consistent.● These areas will be addressed through PTA newsletters, counselor newsletters, staff communication(Parham Pages), community communication through School

Messenger, website, Twitter, and Facebook. Communication will include student and staff celebrations.



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
Campus surveys
District surveys
Team/Department Leader meetings- agendas and minutes
Grade-Level team meetings- agendas and minutes
Core Time Meetings- agendas and 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">● Teacher voice through: TCC, team meetings, leader meetings, teacher feedback google form, campus and district surveys.● Communication/district initiatives: Principal Hot Topic meeting with district representatives, C4 administration cohort/zone work.● Parents believe teachers hold high learning standards for our learners, that we keep our school clean, and feel comfortable communicating with staff.	<ul style="list-style-type: none">● RCMS has a need to develop a new system for a positive feedback loop for campus practices and concerns.

Summary of Needs

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

<ul style="list-style-type: none">● RCMS has greatly improved communication with students, parents and staff. The administrative staff will build upon improvements from 2018-19 by developing a feedback loop that involves multiple stakeholders.



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...

K-12 Campus culture and climate survey
TAPR
PTA feedback
CLT community member feedback
District level counseling survey
PEIMs discipline report

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● The majority of students feel safe (86.2%) in the hallways; slightly lower in locker rooms, restrooms, and bus lane. 60.6% feel safe from verbal abuse, harassment, teasing, and bullying; 73.6% believe adults at school enforce rules against verbal abuse, harassment, teasing, and bullying while 89.6% believe adults enforce rules against physical violence. 64.1% feel comfortable reporting harassment or violence to an adult. If students assigned a letter grade to personal safety at RCMS, it would be as follows: A 31.3%, B 41.4%, C 16%, D 6.9%, F 4.3%. ● The majority of students (72.4%) believe an adult cares when they are absent. 76.7% say they are treated respectfully by teachers, 84.1% believe adults on campus treat each other respectfully. 79% believe students are encouraged to respect each others' differences. 74.4% believe there is an adult on campus they can talk to about personal problems. 91% believe friendships and positive peer relationships are encouraged on campus. 82.6% believe RCMS is a friendly and welcoming environment for new students. ● 85.7% of students report they are encouraged to make positive, healthy 	<ul style="list-style-type: none"> ● Many students are not aware of the anonymous online reporting system. ● While the majority of students remain engaged per Gallup, 28% report being not engaged and 13% indicated actively disengaged (still slightly above district and national averages). Engagement is measured by feeling safe, having fun, interesting learning, having a best friend, being commended for hard work, level of perceived adult caring, excitement about the future, teachers conveying the importance of school work, and students giving their best. Lower scores were indicated in "having fun at school" and "in the last 7 days, someone has told me that I have done good work at school". ● While RCMS teachers have written more positive office referrals, our negative referrals outnumber our positive referrals by 40. We may need

<p>choices in their lives. 87.9% believe they are encouraged to accept responsibility for their choices. 80.4% believe they are informed about skills related to empathy, decision making, problem solving, communication, and conflict resolution.</p>	<p>to find a way to encourage teachers to focus on positive reinforcement especially in the 2nd half of the year. **look at updated data from EOY 16-17.</p> <ul style="list-style-type: none"> ● Look at alignment of social emotional
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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.)...

<p>Based on the findings, RCMS will focus on developing the following:</p> <ul style="list-style-type: none"> ● Increased awareness about online anonymous reporting re: bullying, harassment, physical, violence, etc. ● Collaborate with Guyer HS to implement PALs mentoring program at RCMS for disengaged and hopeless students; identification of such students. ● Continue increased adult presence in hallways and transition areas. ● Continue to encourage prosocial behavior and positive peer interactions through a weekly character trait that is presented during Friday announcements. ● Continue to build meaningful relationships with students through club programming. ● Continue to encourage positive reinforcement through positive office referrals submitted by staff members.



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 Staff attendance rates 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"> ● 22 teachers on campus with 6-10 years experience. ● 19 teachers on campus with 11-20 years experience. ● 5 teacher with 5= years of experience. ● 73% of our teacher staff have over 5 years of experience. ● Teacher/student ratio 14.9% ● Percentage of minority teaching staff increased to approximately 15%. ● Campus continues to build leadership capacity through developing team leaders, department leaders and teacher mentoring. 	<ul style="list-style-type: none"> ● Mentor/support for new teacher on campus with sub time embedded for observations.

Summary of Needs

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

<ul style="list-style-type: none"> ● RCMS will identify new teachers and coaching staff to participate in new teacher mentor program. ● Each new staff member will be assigned to a content-related mentor, as well as, district content-specific instructional coach. ● New teaching staff will participate in the New Teacher Academy.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
2019 Stoplight campus data
Campus radar charts
TEA Distinction Designation Summary
2019 Campus Comparison
Common assessment data
Rtl campus 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">● Above average on district common assessments.● Showed growth in student achievement in 89th grade math.● Demonstrated 11% growth in 8th grade Science scores● Lead the district in 6th grade Reading performance.● RCMS is a met standard campus.● RCMS earned overall letter grade of a B.● RCMS earned a letter grade of an A in student achievement.	<ul style="list-style-type: none">● Student progress continued to indicate a need for a campus wide plan to target and improve this measurement.● RCMS earned a letter grade of a C in student progress.● RCMS earned a letter grade of a C in closing the gap.

Summary of Needs

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

<ul style="list-style-type: none">● Based on student results, RCMS will focus on improving individual student progress through BOY, MOY, and EOY progress monitoring in reading and math.● Scores also indicate that individual students must be targeted for early intervention.● RCMS will decrease the achievement gap between special populations within campus achievement scores by implementing Achieve 3000 and Imagine Math for targeted assistance.● Targeted assistance will be provided during Content Core Time to ensure common planning and Assessment For Learning strategies are integrated during lesson planning, classroom instruction, and evidence of student mastery.



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...

Bright Bytes Survey RCMS technology team

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"> ● Chromebooks (2:1) ● Online professional development- Eduphoria ● Development of campus collaborative room 	<ul style="list-style-type: none"> ● Continue with technology professional development during faculty meetings. ● Continue to support the understanding and use of SAMR to increase rigor when using technology.

Summary of Needs

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

<ul style="list-style-type: none"> ● RCMS will continue to focus on teacher professional development to support the 2:1 D-tek implementation in Denton ISD, as well as, increase 21st century skills.



Summary of Priority Needs

Demographics...

- RCMS will continue to seek current professional development and programs that assist staff meet the academic, behavioral, and social/emotional needs of our growing diverse population.
- RCMS will continue to develop campus-wide best practices through the use of Positive Behavior Support Systems to assist students as identified as high need.

Student Achievement...

- Based on student results, RCMS will focus on improving individual student progress through BOY, MOY, and EOY progress monitoring in reading and math.
- Scores also indicate that individual students must be targeted for early intervention.
- RCMS will decrease the achievement gap between special populations within campus achievement scores by implementing Achieve 3000 and Imagine Math for targeted assistance.
- Targeted assistance will be provided during Content Core Time to ensure common planning and Assessment For Learning strategies are integrated during lesson planning, classroom instruction, and evidence of student mastery.

School Culture and Climate...

Based on the findings, RCMS will focus on developing the following:

- Increased awareness about online anonymous reporting re: bullying, harassment, physical, violence, etc.
- Collaborate with Guyer HS to implement PALs mentoring program at RCMS for disengaged and hopeless students; identification of such students.
- Continue increased adult presence in hallways and transition areas.
- Continue to encourage prosocial behavior and positive peer interactions through a weekly character trait that is presented during Friday announcements.
- Continue to build meaningful relationships with students through club programming.

- Continue to encourage positive reinforcement through positive office referrals submitted by staff members.

Staff Quality, Recruitment and Retention...

- RCMS will identify new teachers and coaching staff to participate in new teacher mentor program.
- Each new staff member will be assigned to a content-related mentor, as well as, district content-specific instructional coach.
- New teaching staff will participate in the New Teacher Academy.

Curriculum, Instruction, and Assessment...

- RCMS will utilize and monitor Professional Learning Communities to ensure that lesson developed addresses students' needs as well as focus on a rigor level satisfying a meets and masters level as measured by state assessments.
- Continue development of Lucy Calkins Workshop model and Assessment For Learning strategy implementation utilizing learning targets, effective feedback, and differentiation. In order to improve student progress, all students focus on extending the learning.

Family and Community Involvement...

- RCMS will continue to improve in the area of communication and community involvement for students, parents, and staff. It has been identified that communication and community involvement in the strategic planning process for academic, behavioral, and social/emotional must be timely and consistent.
- These areas will be addressed through PTA newsletters, counselor newsletters, staff communication(Parham Pages), community communication through School Messenger, website, Twitter, and Facebook. Communication will include student and staff celebrations.

School Context and Organization...

- RCMS has greatly improved communication with students, parents and staff. The administrative staff will build upon improvements from 2018-19 by developing a feedback loop that involves multiple stakeholders.

Technology...

- RCMS will continue to focus on teacher professional development to support the 2:1 D-tek implementation in Denton ISD, as well as, increase 21st century skills.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Reagan Glenn
Teacher	Jill Simonsen
Teacher	MaryKate Davis
Teacher	Erin Smithers
Teacher	Samantha Lara
Teacher	Amy Miller
Teacher	Kali Wood
Campus-Based Nonteaching Professional	Jennifer Carter
Campus-Based Para or Operations Staff Rep	Fawnda Dooley
District-Level Professional	Dwight Goodwin
Parent Rep	Carolyn Taylor
Parent Rep	Susan Bryant
Business Rep	LaQuita Harmon
Administrator	Rachel Falknor
Administrator	Charlene Parham
Administrative Intern	Amanda McClung

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

Date	Time	Location
September 20, 2018	4:00 pm	D228
November 8, 2018	4:00 pm	D228
February 7, 2019	4:00 pm	D228
March 7, 2019	4:00 pm	D228
April 4, 2019	4:00 pm	D228

Harpool 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

Harpool Middle School will empower, inspire, and nurture all students to become problem solvers, achieve personal success, and contribute responsibly to our school, community, and world.

School Vision

To make Harpool Middle School a place where students and staff have high expectations for themselves and others while building relationships through exceptional learning experiences.

School Values

We VALUE and NURTURE students within our school.

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

We CELEBRATE and SUPPORT student and faculty success.

We LAUGH and SMILE everyday with our students and each other.

We CONDUCT our business of education in a professional, ethical, and legal manner.

We PROVIDE an inviting, supportive, and safe environment.

We ENGAGE in a community environment that allows all stakeholders to work together on various aspects of the middle school experience.

WIG 1: By the end of the 1019-20 school year, code of conduct violations will be reduced by 50% from the previous year and in turn increase academic success.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Restorative Practices- Provide training for staff	Counselors, Admin	None		Training was provided during summer PD, we will continue to provide training throughout the year	Teachers are trained and implementing Restorative practices	
Repair circles- when students start having discipline problems Conflict circles- with other students Re-entry circle- from Davis to eliminate further discipline issues with student	Counselors, Team, Admin, Parents and/or	None		Team, teachers, counselors and Admin will conduct circles as needed	Reduction of discipline instance	
Take care of small issues so big issues don't arise 1. IDS 2. Dress Code 3. Cell phone	Admin, teachers	None		Students are wearing IDs around their necks at all times. Students are in dress code everyday. Cell phones are locked in lockers all day.	Reduction of discipline instance	
Monitor Code of conduct infractions. Look at data to compare to last year's infractions	APS Counselors	none		APS will pull discipline data each 9wks and compare to previous years data	Reports will be generated each 9wks and reviewed by team	
Branded Tickets- notice students that are doing great things	Admin			Call out branded winners at lunch so that we promote the students that are doing the right thing.	Create a more positive atmosphere at HMS	
Restorative Conference Irving, TX	Eren Turner			Attend conference	Bring back materials and information to staff	

WIG 2: By the end of the 2019-20 the student engagement survey “most adults at school care about me” will increase from 74% to 85%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Why time- Restorative practices Strengths Organization School Initiatives Tutoring	Admin, Counselor s			Provide a structure for teachers during advisory to build relationships with students.	MOre meaningful relationships with students to engage them in school and learning	100%
Survey students to gather information of interest of new clubs	Admin, ITS			Send out survey to students through Why Time	Gain information of students likes	100%
Student Survey to identify what extra curricular activities students are in	Admin, ITS			Send out survey to students through Why Time	Gain information of students that are in and those who are not in extra activities at school.	100%
Why Time- Strengths- Each monday all students will interact with a strengths lesson	Ms. Macke, Admin, Counselor s			Teachers providing lessons on strengths.	Students gain a better understanding of their strengths and how they can use these strengths to be successful in life.	
Counselor small groups	Counselor s			Counselors meeting with small groups of students that have a similar need.	Students that feel that they are alone with their problems/ issues, have a support group that they can lean on	
10 and 2 10 days for 2 min	Counselor s			Staff doing the 10 and 2	Making relationships with students	
Why time- Get to know you form	Counselor s			Send out survey to students through Why Time	Gain information of students interests and backgrounds	100%
WEB- Mentoring- 6th grade WEB day in August- 6th grade orientation day	Admin, Ms. Macke, Ms. Lee			August WEB Day	Allow incoming students the ability to see the school, learning expectations, meeting new friends	
PALS from GHS	Ms.			GHS students are placed	Older peer interactions and	100%

WIG 2: By the end of the 2019-20 the student engagement survey “most adults at school care about me” will increase from 74% to 85%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Partner with GHS students to work with HMS students	Vaquez			with teachers to work with students.	relationships	
PAIS Team- work with individual students, small groups, FCA, GOAL, Choir, Band, Theatre	Counselors			Working with groups of students to build relationships	Develop relationships	
Career Day- ATC field trip	Ms. Lewis			Take a field trip to the ATC with 8th grade students in November. This will also be tied to our career day at Harpool.	Allow students to investigate different careers and/or develop relationships with instructors at the ATC for HS.	
Why Time- Goal Setting every nine weeks	Counselors, Teachers, Admin			students fill out form through Why Time	Students, Teachers, Admin, Counselors	
Team Celebrations	Counselors, Teachers, Admin			Team celebrations every 9 weeks	Celebrate students for their hard work	
Team Meetings-	Counselors, Teachers, Admin			Meet with teams each week	Identify students that may be struggling academically/ behaviorally/ social emotionally	
Visit Students that are at Davis	Counselors, Admin			Making visits at Davis school	Keep relationships with students and develop a plan for their return to HMS and a plan not to return to Davis school.	
Harpool Positive Post Cards	Counselors, Teachers, Admin			Teachers, counselors, admin fill out positive postcards to mail home to families,	Celebrate students that are doing great and report that to their parents.	
New Student Luncheon-	Counselor			Provide students a	Allow us to build	

WIG 2: By the end of the 2019-20 the student engagement survey “most adults at school care about me” will increase from 74% to 85%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	s			luncheon for all new students each quarter	relationships with new students and plug them into areas at Harpool.	

**Texas Education Agency
2019 Closing the Gaps
HARPOOL MIDDLE (061901048) - 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	37%															
TELPAS Progress	15															
TELPAS Total	41															
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	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
STAAR Component Score	69	55	60	73	50	79	50	70	47	40	36	66	72	61	61	61
% at Approaches GL Standard or Above	93%	84%	89%	95%	83%	98%	100%	95%	79%	76%	67%	91%	94%	90%	90%	90%
% at Meets GL Standard or Above	73%	56%	61%	77%	50%	86%	50%	75%	45%	33%	35%	72%	76%	63%	63%	63%
% at Masters GL Standard	42%	25%	31%	46%	17%	54%	0%	40%	17%	11%	7%	36%	46%	30%	30%	30%
Total Tests	2,659	174	514	1,806	6	117	2	40	317	155	227	123	1,977	682	12	12
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	12	12
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
% 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
HARPOOL MIDDLE (061901048) - 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	912	59	180	615	2	40	1	15	115	60	85	44	661	251	251	251
Total Tests	912	59	180	615	2	40	1	15	115	60	85	44	661	251	251	251
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	910	58	179	615	2	40	1	15	113	58	84	44	660	250	250	250
Total Tests	910	58	179	615	2	40	1	15	113	58	84	44	660	250	250	250

*** 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...

Horizontal and vertical alignment
Benchmarks
Schedules
Learning Walks
Technology
Professional Learning Communities

Findings/Analysis

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

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

Strengths...	Needs...
Curriculum, teachers, resources, C and I, created time in the day for teachers to plan together	Need to continue to monitor and discuss student 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.)...

Need to continue to monitor and discuss student data



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Enrollment, attendance, ethnicity, teacher-student ratio

Findings/Analysis

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

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

data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Low mobility rate Post secondary readiness Science/ Math class size low	Increase attendance, monitor needs of special populations, keep class sizes small

Summary of Needs

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

Need to increase attendance for target distinction Be mindful of our special populations



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Volunteer hours, parent survey

Findings/Analysis

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

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

Strengths...-	Needs -
Volunteer hours are high Parents surveys are good	Monitor the needs of our special populations

Summary of Needs

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

Improve the culture of the school among all student groups



School Context and Organization

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

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

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

List the actual data sources reviewed below...

School structure, master schedule, duty, communications

Findings/Analysis

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

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

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Structure Facility Schedule communication	improve duty/ security

Summary of Needs

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

Continue to look for ways to improve, but I feel that we do a pretty good job in this area



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

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

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Surveys, informal interviews, parent conferences

Findings/Analysis

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

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

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Great climate and culture- think we do this real well	NA

Summary of Needs

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

Keep soaring with our strength



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Teacher certifications, staff mobility, professional development, recruitment

Findings/Analysis

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

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

Strengths...	Needs...
All teachers are HQ Low staff mobility Availability of professional development throughout the year for teachers	Difficult to recruit minority candidates with our student population

Summary of Needs

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

Need more minority teachers and staff



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State assessments, advance courses, failure rates

Findings/Analysis

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

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

Strengths...	Needs...
Good STAAR scores High percentage of students taking advanced classes Low failure rates	Increase level 3 (advance) scores

Summary of Needs

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

Continue to improve level 3 scores



Technology

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

Potential Data Sources

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

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Infrastructure, inventory, brightbytes survey, teacher survey

Findings/Analysis

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

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

Strengths...	Needs...
Good base of technology Good brightbyte survey	Increase level on brightbyte survey

Summary of Needs

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

Need students to improve to accomplished on survey



Summary of Priority Needs

Demographics...

Improve relations with all student populations

Student Achievement...

Increase level 3 scores

School Culture and Climate...

Continue to do what we do

Staff Quality, Recruitment and Retention...

Recruit minority staff

Curriculum, Instruction, and Assessment...

Allow time to collaborate amongst teachers

Family and Community Involvement...

Continue to look at ways to include community and parents

School Context and Organization...

Continue with structure and processes

Technology...

Keep adding technology and PD for teachers and students

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Julie Moore, Chris HArmon
Teacher	Jaclyn Pirtle, Karen Bowley, Christi Weems
Teacher	Jeff Marley, Tyler Horner, Bryan Stone
Teacher	Tressa Barrera, Sue MArtin, Tracy Reed
Counselors	Hope Lewis, Amy McCloud, Eren Turner
Admin	Summer Vasquez, Matt Willoughby
ITS	Chavayee Johnson
Campus-Based Nonteaching Professional	Sherry Brandt
Campus-Based Para or Operations Staff Rep	Tiphanie Simpson
District-Level Professional	Shanna Mikolajchak
Parent Rep	Amy Oldham
Parent Rep	Nick Arthur
Community Rep	
Community Rep	
Business Rep	Aaron Goldstein
Business Rep	

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

Date	Time	Location
Aug 19/ Sep 9	335 pm	B109
Oct 7/ Nov 4	335 pm	B109
Dec 2/ Jan 13	335 pm	B109
Feb 3/ Mar 2	335 pm	B109
Apr6/ May 4	335 pm	B109

Dorothy P. Adkins Elementary School



Learn. Connect. Serve.

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
- 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

Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world. Learn. Connect. Serve.

School Vision

We believe to accomplish our mission as a staff we must be a school that:

- Is open and flexible in our thinking;
- Commits to professional learning in an on-going way;
- Constantly evaluates our practice to assess positive learning outcomes;
- Creates and fosters opportunities for our students, parents, and community to connect with one another in meaningful ways;
- Supports students' leadership development at every opportunity;
- Partners with parents in decision making and implementation;
- Listens to feedback from all members of our learning community

School Values

In order to achieve our vision we have made the following commitments:

- We will celebrate our students' learning successes.
- We will provide a school environment that focuses on learning.
- We will model, mentor, teach, and support one another in our professional development.
- We will engage in a positive way.
- We will engage in professional, open, and honest communication that is built on a foundation of trust.
- We will implement a system of intervention that will promote student success.
- We will honor our students efforts to serve others and our community as a whole.

WIG 1: By May 2020, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Math, Reading, and Writing for every student. This will be evidenced by:

- Pre-K - 90% of Four-year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool
- K - 5th Grades - Reading Levels - 90% of students will have made a year's growth from the beginning of the year
- K - 5th Grades - 90% of students will have made a year's growth in writing from the beginning of the year using the district rubric
- Kindergarten - 2nd Grades: Primary Numeracy Assessment - 90% of students ending the year "On-Level" with 5% or fewer ending at "At-Risk"
- 3rd - 5th Grades - Increase Meets and Masters level by 5% in both Math and Reading
- 4th - 5th Grades: STAAR - increase the combined expected and accelerated progress rate 5% points in Math and Reading

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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Teachers will meet weekly in PLC to review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing teacher scorecards	Teachers; Admins; Instruct Support Staff	SCE: \$30,000.00 FTEs: 0.5 Lantana Education Foundation		PLC team meeting agendas/minutes, Adkins scorecard data, teacher scorecard data	Standards based assessment data; STAAR data; ELL; Primary Numeracy; Standards Based Report Card Assessment	September; February; May
Educational Leave Days for planning in core content areas, unpack essential learning, create common assessments, and track student progress toward one year's growth	Teachers; Admins; Instruct Support Staff	Lantana Education Foundation		Agenda for Planning Day, lesson plans,	ELL; Primary Numeracy; STAAR Meets/Masters level & Expected and Accelerated Progress	September; February; June
Reading Intervention Specialist, 3rd - 5th Grade ½ time	Read Int	SCE: \$30,000.00 FTEs: 0.5		Bi-weekly progress review with schedule discussion based on data review	Standards based assessment data; STAAR data	September; February;; May
Math Intervention Specialist, 3rd - 5th Grade ½ time	Math Int	SCE: \$30,000.00 FTEs: 0.5		Bi-weekly progress review with schedule discussion based on data review	Standards based assessment data; STAAR data	September; February; May
Kindergarten - 2nd grade Literacy Groups; 1st Grade Reading Recovery	Read Rec	SCE: \$60,000.00 FTEs: 1.0		Bi-weekly progress review with schedule discussion based on data review	ELL; Standards Based Report Card Assessments	September; February; May
"Wonder Wednesdays" during which students spend 45 minutes (as teachers hold their PLC meetings) with a variety of student-choice activities provided, including materials from a MakerSpace cart.	Admins; Librarians; three consistent substitute teachers	Lantana Education Foundation		Classroom observations; notes from Wonder Wednesday teaching staff;	Standards based assessment data; STAAR data; ELL; Primary Numeracy; Standards Based Report Card Assessments	September; February; June

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- **4th - 5th Grades: STAAR - increase the combined expected and accelerated progress rate 5% points in Math and Reading**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Participation of Pre-K - 5th grade teachers in the Game Changers Book Study led by Adkins Librarians	Classroom Teachers; Adm; Librarians	Scholastic Dollars donated from PTA		Book study of Game Changers; follow up meetings; observations	Standards based assessment data; STAAR data; ELI; Standards Based Report Card Assessments	September; March; May
Participation of Pre-K - 5th grade literacy teachers in Lucy Calkins Units of Study Collaboration PD with Elementary Language Arts Curriculum director and District Instructional Coach	Classroom teachers; Reading Specialists			Implement LC to further instructional efficacy of the program	Units of Study in Reading, Writing, and Phonic implemented, Adkins Scorecard data including: text level, writing level, Common Assessments; STAAR data; ELI; Standards Based Report Card Assessments; iStation Data; Lexia Data	September; February; May
Purchase, training, and implementation of Lexia Reading; Imagine Math Blueprint for K-2.	Classroom teachers; specialists ; Admin.	Lantana Education Foundation		Scorecard Data, Common Assessment Data	Standards based assessment data; STAAR data; ELI; Primary Numeracy; Standards Based Report Card Assessments, DMTSS Data, Imagine Math data, Lexia data	September; February; May
Lucy Calkins Reading and Writing Projects attendance in New York City, Reading Homegrown Institute at Denton ISD, and local Units of Study training sessions. Writing improvement is intertwined with Reading progress.	Classroom Teachers; Admins; Reading Specialists	Lantana Education Foundation		Implement PLC work to further instructional efficacy of the program	Units of Study in Reading, Writing, and Phonic implemented, Adkins Scorecard data including: text level, writing level, Common Assessments; STAAR data; ELI; Standards Based Report Card Assessments; iStation Data;	September; February; May

WIG 1: By May 2020, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Math, Reading, and Writing for every student. This will be evidenced by:

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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					Lexia Data	
Focused professional development supporting mathematics instruction.	Math Specialist; K-5 teacher reps	Lantana Education Foundation		Attendance and active participation in training; lesson plans; classroom observation post training.	Standards Based Report Card Assessments; Primary Numeracy; STAAR data; Imagine Math data	September; February; May
Universal, Supplemental, and Individualized Support provided for students during the day, academic and behavior support. Aviator Time is provided for student intervention and enrichment.	All Staff	Lantana Education Foundation		Universal Screeners, formative and summative data, PLC agendas, CHAMPS training	STAAR data; ELI; Primary Numeracy; Standards-Based Report Card Assessments	September; February; May
Master Schedule supports students not being pulled during Universal Instruction. Staff members are collaborative and intentional in scheduling, keeping the students' best interest in mind.	All Staff			Universal Screeners, formative and summative data, PLC agendas, CLT	STAAR data; ELI; Primary Numeracy; Standards Based Report Card Assessments	September; February; May
School Learning Community creation with all grade levels hosting " Learning Lab" evening where parents come to experience the workshop method and gain insight into how to support their child's learning at home.	Kindergarten - 5th grade Admins; Read Int Specialists ; Math Specialist			Teacher presentations, Mega Lab agendas	Parental support for instructional practices and knowledge of how to work with their child at home; STAAR data; ELI; Primary Numeracy; Standards-Based Report Card Assessments	September; February; May
An emphasis will be placed on student self-assessment and goal-setting focused on learning essentials.	All Staff			Data Folders, SeeSaw, Portfolios	STAAR data; ELI; Primary Numeracy; Standards-Based Report Card Assessments	September; February; May

WIG 1: By May 2020, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Math, Reading, and Writing for every student. This will be evidenced by:

- Pre-K - 90% of Four-year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool
- K - 5th Grades - Reading Levels - 90% of students will have made a year's growth from the beginning of the year
- K - 5th Grades - 90% of students will have made a year's growth in writing from the beginning of the year using the district rubric
- Kindergarten - 2nd Grades: Primary Numeracy Assessment - 90% of students ending the year "On-Level" with 5% or fewer ending at "At-Risk"
- 3rd - 5th Grades - Increase Meets and Masters level by 5% in both Math and Reading
- 4th - 5th Grades: STAAR - increase the combined expected and accelerated progress rate 5% points in Math and Reading

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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WIG 2: By May 2020, Dorothy P. Adkins Elementary School will effectively implement social-emotional strategies which support a healthy climate and culture that results in positive change as measured through survey data.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Join the SEL District Cohort 2 and receive training from NEDRP	Kindergarten, Third Grade, Counselor, Administrator, Pe Teacher, 4th and 5th Grade Teacher			Restorative Practices implemented on campus	Increase in teacher/student connectedness and confidence to support interpersonal relationship growth	September; January; May
Creation of an Adkins SEBL (Social Emotional Behavioral Learning) Team	Members from each grade level			Team Meeting Notes; Discipline Data, Survey Datas;	Implementation of restorative practices	September; January; May
Each classroom will create and utilize Relationship Treatment Agreements; Kindergarten and Third Grade will fully implement Restorative Practices to improve self efficacy and interpersonal relationships	PreK-5; Kinder & 3rd			Relationship Treatment Agreements posted in classrooms; Weekly Green Circles	Increase in attendance, improve interpersonal relationships	September; January; May
Student will self-assess using resources such as the Rithim app and Panorama in order to build emotional awareness and set social/emotional goals.	Pre-K, Kinder and 3rd Grade; Voluntary participation for other grade levels			App being utilized by teachers.	Students are able to build a greater self-awareness and utilize emotional vocabulary	September; January; May
CHAMPS utilized school-wide to create consistent language and expectations	School-wide Participation			CHAMPS posters in common areas and classrooms	Orderly, safe, and respectful environment for students and staff	September; January; May

WIG 2: By May 2020, Dorothy P. Adkins Elementary School will effectively implement social-emotional strategies which support a healthy climate and culture that results in positive change as measured through survey data.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Strengths Focused Campus for Teachers and 4th/5th Grade Students	Teachers; 4-5 Students	Lantana Education Foundation		Weekly Strength focus for teachers in the Aviator News; Training for Campus Strengths Champions	Increase in teachers utilizing strength language with colleagues and students, students discover their talents and learn to apply them in their daily life	September; January; May

Texas Education Agency
2019 Closing the Gaps
DOROTHY P ADKINS EL
(061901126) - DENTON ISD

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Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	10	10	100%	33.3%	33.3
Growth Status	7	8	88%	55.6%	48.9
Student Success Status	8	9	89%	11.1%	9.9
Closing the Gaps Score					92

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%		
Target Met	Y		Y	Y									Y	Y		
% at Meets GL Standard or Above	65%	57%	59%	66%	100%	67%	-	67%	20%	43%	43%	56%	66%	64%		
# at Meets GL Standard or Above	131	4	17	99	1	8	-	2	3	6	10	5	89	42		
Total Tests (Adjusted)	201	7	29	149	1	12	-	3	15	14	23	9	135	66		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y		Y	Y									Y	Y		
% at Meets GL Standard or Above	63%	57%	62%	61%	100%	92%	-	67%	20%	43%	35%	44%	67%	56%		
# at Meets GL Standard or Above	128	4	18	92	1	11	-	2	3	6	8	4	91	37		
Total Tests (Adjusted)	202	7	29	150	1	12	-	3	15	14	23	9	136	66		
Total Indicators															10	10
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y		Y	Y									Y	Y		
Academic Growth Score	73	25	82	71	-	70	-	100	89	83	58	80	75	69		
Growth Points	89.5	0.5	15.5	63.5	-	7.0	-	3.0	8.0	10.0	7.5	4.0	62.0	27.5		
Total Tests	123	2	19	89	-	10	-	3	9	12	13	5	83	40		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y		Y	N									Y	Y		
Academic Growth Score	75	100	84	70	-	95	-	83	83	92	65	90	75	75		
Growth Points	92.0	2.0	16.0	62.0	-	9.5	-	2.5	7.5	11.0	8.5	4.5	62.0	30.0		
Total Tests	123	2	19	89	-	10	-	3	9	12	13	5	83	40		
Total Indicators															7	8
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Texas Education Agency
 2019 Closing the Gaps
 DOROTHY P ADKINS EL
 (061901126) - 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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										60%						
TELPAS Progress										12						
TELPAS Total										20						
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	Y		Y	Y		Y			N	Y	Y		Y	Y		
STAAR Component Score	62	57	61	62	83	78	-	63	29	49	34	55	63	61		
% at Approaches GL Standard or Above	89%	88%	90%	89%	100%	94%	-	100%	59%	78%	57%	91%	89%	90%		
% at Meets GL Standard or Above	63%	63%	63%	63%	100%	76%	-	56%	21%	43%	37%	52%	65%	59%		
% at Masters GL Standard	34%	19%	30%	33%	50%	65%	-	33%	8%	25%	7%	22%	34%	33%		
Total Tests	536	16	80	395	2	34	-	9	39	40	60	23	356	180		
Total Indicators																
School Quality Status															8	9
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																

*** 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
 DOROTHY P ADKINS EL
 (061901126) - DENTON ISD

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Status and Data Table

Participation	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +		Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	
										Special Ed (Current)	Special Ed (Former)						
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELAR Reading																	
% Participation	99%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	99%	100%	100%	100%	
# Participants	208	7	33	152	1	12	-	3	15	15	25	9	139	69	69	69	
Total Tests	210	7	33	154	1	12	-	3	15	18	25	9	141	69	69	69	
Mathematics																	
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	
# Participants	209	7	33	153	1	12	-	3	15	18	25	9	140	69	69	69	
Total Tests	209	7	33	153	1	12	-	3	15	18	25	9	140	69	69	69	

*** 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...

District Scope and Sequence
Lucy Calkins Curriculum
UbD Units
Assessment Data
Primary Numeracy Assessment

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 achievement in assessment results both local and state data.● Workshop Model used across grade levels in math across grade levels● Lucy Calkins curriculum used across grade levels in reading and writing● Lucy Calkins UOS Phonics in grades K-1 supports the reading and writing instruction● PNA will help K-2 know the gaps of students and is TEKS aligned. Using the tool it will help form intervention as well as enrichment activities.	<ul style="list-style-type: none">● Continue assessment for learning practices● District Assessments align with standards being taught● K-2 report card assessments to be lined up with Calkins UOS in reading and writing● In August - Vertical Conversations w/ grade levels like with do with Classes

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>Continued education on Assessment for Learning practices across grade levels.</p> <p>Continued education in Lucy Calkins Curriculum across grade levels. All grade levels will teach all units of studies for reading and writing so it will align together as the students move to the next grade level.</p> <p>Time for K-2 to vertically align and look at data and how best to use the Primary Numeracy Assessment. Where are there still gaps?</p>



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...

Student Enrollment Ethnicity of Students Ethnicity of Staff Gender/ Ethnicity in Special Programs (Dyslexia, G/T EXPO, SPED, Speech, Reading Recovery, Interventions) Mobility Rates Attendance Rate STAAR 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">• Special programs work to include all ethnicities and genders.• Our EXPO program charts gender and ethnicity to identify all student groups for gifted and talented.• Attendance rate is high, mobility rate is low.	<ul style="list-style-type: none">• We need to diversify the staff in gender and ethnicity.• Celebrate and support ethnicity in our non-white students to recognize the diversity of our 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.)...

Continue creating a climate and culture that is inclusive and supports students to continue the high attendance rate for all students.
Explore a wide range of applicants in the hiring process to include diversity in the gender and ethnicities hired as staff and/or teachers on campus.
Include cultural celebrations into instruction, programming, and/or events to recognize the many diversities on campus. Though they are not the majority, our diverse students could feel special rather than different the majority ethnicity.



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...

Parent and community volunteer rates; District Culture and Climate Survey, Support from Community Partners

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 rates of involvement, volunteerism, participation in events ● Communication between home and school is very healthy ● Parent and Community Involvement on the CLT ● Active Dads Program, with a variety of ways for Dads to get involved ● Partnerships with local businesses to provide donations for students and teachers ● Our school partners with Mission Moms, United Way, & Kiwanis Club to provide assistance when needed ● PTA supports students on Free and Reduced lunch to receive books, t-shirts, and yearbooks 	<ul style="list-style-type: none"> ● Continue to connect with families of all backgrounds ● Include working parents in activities ● Adkins Elementary sharing its story through social media more often ● Teachers consistently utilizing newsletters and SeeSaw app to connect parents with what their students are learning in the classroom ● Transitioning from Watch DOGS to Adkins Flight Crew for Dads

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 keep up purposeful communication between home and school while adding a focused effort for teachers and staff to tell Adkins Elementary’s story through a variety of social media outlets, including utilizing newsletters and SeeSaw in a consistent manner across all grade levels . Explore new ways to incorporate Adkins Flight Crew (Dads Club) into our daily school routines.



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, (including: support staff schedule, departmentalized, computer lab/science lab schedule, duty schedules, aviator time schedule, essentials rotation, etc...) teacher input, office staff input and communication, classroom locations, and CLT responsibilities.

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 Collaboration ● Good use of Aviator Time and Specialist Pullouts ● Evenly Divided Membership Roles and Responsibilities for each grade level ● Communication to staff, parents, leaders, and community. ● Effective and Supportive Leadership ● Being flexible when necessary ● School is loved by the community for being about the whole child and not just the scores. 	<ul style="list-style-type: none"> ● Campuswide support on the CNA and WIG not just team leaders so everyone feels responsible and has a say. ● Double checking the Master Schedule to make little tweaks to certain parts, mostly a few grades Aviator times and Essentials times.. (2nd/3rd lunch & 2nd specials, 4th & 5th transition from specials, 4th Grade EXPO time needing 2 classes.) ● Dismissal stations possibly to change to accommodate the growing population (parkers and walkers). Rotation of stations ● Grade levels sharing students, even the enrichment areas to upper grades if possible.

Summary of Needs

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

Campus Leadership Team will still maintain an active role in decision making within the campus, but input from all staff members will be taken into consideration. Aviator time has been very beneficial for many of the grade levels, and specialists working within the master schedule has been successful for the most part. Grade levels will look at the grade above them's master schedule to see if they can work together for enrichment. Dismissal options will be discussed with CLT.



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...

Gallup Student Poll Engaged Today-Ready for Tomorrow, Employee Engagement Survey: Adkins Elementary, communication from students and staff.

Findings/Analysis

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

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

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none"> ● Students feel they have at least one teacher who makes them excited about the future. ● Students feel like adults at their school care about them. ● Students and staff feel safe at our school. ● Student led initiatives to serve others in need in our community that align with our school vision of Learn, Connect and Serve. ● Staff fosters classroom environment to implement the initiatives that align with our school mission. ● Staff feels like our school encourages collaboration and implements policies fairly in school. ● Our campus has low number of office referrals ● Classroom community is built through restorative practices ● High Flyer Program ● Staff receiving Learn, Connect, Serve Awards 	<ul style="list-style-type: none"> ● Students feel like they don't get an opportunity to do what they do best everyday ● More verbal affirmation to students on good work done at school ● Improved staff morale ● More social-gathering among staff outside of 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.)...

Students need additional opportunities to pursue their unique interests during the school day. Students need verbal affirmations of a job well done at school. Staff needs opportunities to improve morale and more time together socially as a team/school.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff list with certifications; assessment data from ELI, Primary Numeracy in K-2, STAAR; T-TESS
Goal setting for 2018-19; Professional Development records, Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Engaged staff committed to personal growth ● Shared Community values ● Students-first mentality, focused on students’ needs ● CHAMPS program ● Celebration Meetings: Learn, Connect, Serve Award ● Strengths wall ● Be a Witness to Good. Kudos share what other people are noticing 	<ul style="list-style-type: none"> ● More diversity on staff ● 1st year to Adkins support system ● Acknowledge the paths that each individual is taking to reach their goals ● Creation of more opportunities for staff, around teacher choice: Book clubs and vertical observations (during PLC time)

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 staff gives learn, connect serve awards, which is honoring to teachers. Another quick way to make teachers feel valued, is by spotlighting what happens in classrooms that others may not see. As we continue to grow, and recruit highly qualified and effective staff, we need to provide additional opportunities for the new staff to connect with other new staff members and become part of our culture. Additionally, with so many strengths on our campus, we need to find a way to take advantage of the experts we have at our site. By providing teachers with choice in professional development throughout the year, built into vertical and plc teams will help staff feel instrumental in decision making process of our school.

-Increase in staff absences from November through the end of January



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, Primary Numeracy,, STAAR, EXPO testing data, iStation, Lexia, Imagine Math, TELPAS/ESL, Lucy Calkins Curriculum and assessments, Report Card Assessments

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"> ● Moving a large percentage of students to a proficient performance on math by the end of the year. ● % of students reading on or above grade level by the end of the year. ● Consistent and adequate progress in each TELPAS domain. ● PLC collaboration on how to work with students who are not successful on assessments. 	<ul style="list-style-type: none"> ● Continue to work on aligning Lucy Calkins curriculum and assessments to report cards ● Strive for at least one year of growth for all students, including high achieving students ● Extend the Lucy Calkins phonics curriculum school wide ● Continue working on vertically aligning language arts 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.)...

The number of ESL students continues to increase each year. The areas of Reading and Speaking are two areas where students seem to not perform as well on TELPAS. This could be due to the need for explicit vocabulary instruction for ESL students. Students school wide scored lowest in the area of phonics (word analysis). This was evident in the iStation and Lexia online testing. K-1 have implemented the Lucy Calkins phonics curriculum. This needs to be extended to the other grade levels in order to increase students phonemic awareness and decoding skills. The language arts vertical team has begun planning for the vertical alignment of the Language Arts skills. Continuing this work and implementing a vertical plan will help students better develop reading and writing skills and as a result, improve assessment scores in these areas.



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; teacher training and leadership in Tech efforts

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 leader in both equipment and application ● Several teacher leaders in Tech innovation ● Student use of equipment and applications 	<ul style="list-style-type: none"> ● Increase use of Collaborative Lab space and partnership with Librarian/Media Specialist ● Utilize Instructional Technology Specialist to individualize technology instruction to teachers

Summary of Needs

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

Internally, we will focus on increasing use of Collaborative lab space, as well as the partnership between the classroom teachers and our outstanding library staff. Partner with the instructional technology specialist in a more strategic manner to help individualize professional development on campus. In terms of district efforts, we will continue to partner with the Instructional Technology district staff to lead in technology integration through innovative instructional practice.



Summary of Priority Needs

Demographics...

Continue creating a climate and culture that is inclusive and supports students to continue the high attendance rate for all students.

Explore a wide range of applicants in the hiring process to include diversity in the gender and ethnicities hired as staff and/or teachers on campus.

Include cultural celebrations into instruction, programming, and/or events to recognize the many diversities on campus. Though they are not the majority, our diverse students could feel special rather than different the majority ethnicity.

Student Achievement...

The number of ESL students continues to increase each year. The areas of Reading and Speaking are two areas where students seem to not perform as well on TELPAS. This could be due to the need for explicit vocabulary instruction for ESL students. Students school wide scored lowest in the area of phonics (word analysis). This was evident in the istation and Lexia online testing. K-1 have implemented the Lucy Calkins phonics curriculum. This needs to be extended to the other grade levels in order to increase students phonemic awareness and decoding skills. The language arts vertical team has begun planning for the vertical alignment of the Language Arts skills. Continuing this work and implementing a vertical plan will help students better develop reading and writing skills and as a result, improve assessment scores in these areas.

School Culture and Climate...

Students need additional opportunities to pursue their unique interests during the school day. Students need verbal affirmations of a job well done at school. Staff needs opportunities to improve morale and more time together socially as a team/school.

Staff Quality, Recruitment and Retention...

Our staff gives learn, connect serve awards, which is honoring to teachers. Another quick way to make teachers feel valued, is by spotlighting what happens in classrooms that others may

not see. As we continue to grow, and recruit highly qualified and effective staff, we need to provide additional opportunities for the new staff to connect with other new staff members and become part of our culture. Additionally, with so many strengths on our campus, we need to find a way to take advantage of the experts we have at our site. By providing teachers with choice in professional development throughout the year, built into vertical and plc teams will help staff feel instrumental in decision making process of our school.

Curriculum, Instruction, and Assessment...

Continued education on Assessment for Learning practices across grade levels.
Continued education in Lucy Calkins Curriculum across grade levels. All grade levels will teach all units of studies for reading and writing so it will align together as the students move to the next grade level.
Time for K-2 to vertically align and look at data and how best to use the Primary Numeracy Assessment. Where are there still gaps?

Family and Community Involvement...

Continue to keep up purposeful communication between home and school while adding a focused effort for teachers and staff to tell Adkins Elementary's story through a variety of social media outlets, including utilizing newsletters and SeeSaw in a consistent manner across all grade levels . Explore new ways to incorporate Adkins Flight Crew (Dads Club) into our daily school routines.

School Context and Organization...

Campus Leadership Team will still maintain an active role in decision making within the campus, but input from all staff members will be taken into consideration. Aviator time has been very beneficial for many of the grade levels, and specialists working within the master schedule has been successful for the most part. Grade levels will look at the grade above them's master schedule to see if they can work together for enrichment. Dismissal options will be discussed with CLT.

Technology...

Internally, we will focus on increasing use of Collaborative lab space, as well as the partnership between the classroom teachers and our outstanding library staff. Partner with the instructional technology specialist in a more strategic manner to help individualize professional development on campus. In terms of district efforts, we will continue to partner with the Instructional Technology district staff to lead in technology integration through innovative instructional practice.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Ann Kelly Kent
Teacher	Mauri Audirsch
Teacher	Kim Terrell
Teacher	Kathy Witty
Teacher	Sarah Overstreet
Teacher	Lori Spellman
Teacher	Kim Quinn
Teacher	Holly Hamilton
Campus-Based Non-teaching Professional	Barbara Kinast
Campus-Based Para or Operations Staff Rep	Kimberly Roban
District-Level Professional	Tosha Hoefert
Parent Rep	Aimee Jones
Community Rep	Peter Birkett

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

Date	Time	Location
September 9, 2019	3:15pm	Adkins Learning Commons
November 4, 2019	3:15pm	Adkins Learning Commons
February 3, 2020	3:15pm	Adkins Learning Commons
March 2, 2020	3:15pm	Adkins Learning Commons
April 20, 2020	3:15pm	Adkins Learning Commons

Blanton 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 work collaboratively to ensure high levels of learning for ALL students, while inspiring and empowering them to become safe, respectful, and caring learners.

School Vision

We believe that our capacity to function as a Professional Learning Community is the foundation for achieving the mission of Blanton Elementary. We envision a school in which staff:

- Collaborate to achieve a common purpose and clear goals
- Seek and implement research-based practices for improving student achievement
- Monitor each student's progress on a continuous basis
- Demonstrate a personal commitment to provide a nurturing learning environment and a willingness to do whatever it takes to promote student success.

School Values

- We will develop relationships with students as the foundation for learning
- We will use data analysis to target specific areas of need
- We will utilize the Texas Essential Knowledge and Skills (TEKS) along with Denton ISD Scope and Sequence to align instruction
- We will engage in research-based staff development opportunities
- We will ensure continuous student improvement through the use of a variety of formative assessment tools
- We will meet individual needs by thinking "out of the box" and doing whatever it takes for *every* child
- We will enjoy the journey!

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

- **K - 5th Grades - Reading Level for DRA/IRI - 90% of students will have made a year's growth from the beginning of the year.**
- **K - 5th Grades - 85% of students will have made a year's growth in writing from the beginning of the year using the district rubric.**
- **K –2nd Grades - Primary Numeracy Assessment - 90% students ending year "Ready," with 5% or fewer ending at "At Risk"**
- **3rd - 5th Grades - Increase Meets and Masters level by 5% in both Math and Reading**
- **4th - 5th Grades - Increase the combined Expected and Accelerated Progress Rate by 5% in both Math and Reading**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize PLCs (4 district provided full days and 8 additional 2 hour meetings) to add additional time for data review and team collaboration.	Staff and Administration	Lantana Funds; Campus Funds		PLC Meeting Agendas, data review of common assessments and benchmarks; Progress monitoring	Data driven, targeted, small group instruction, data collection; progress monitoring scorecard	November- February-
Vertical PLC Teams to address school-wide instructional practices will meet every other month during our Thursday professional development meetings	Staff and Administration	Lantana funds; campus funds		Vertical PLC Team Meeting agendas, changes in instructional practices, school-wide systematic approach to instruction; walkthroughs	STAAR, ELI, Primary Numeracy, Istation benchmarks, Imagine Math benchmarks; Formative assessments	November- February-
Utilize progress monitoring of all students through Istation benchmarks for reading and Imagine Math for math as well as report card assessments, common assessments, and campus scorecard.	Staff and Administration	Lantana funds; campus funds		Progress monitoring data	Istation and Imagine Math benchmarks; report card assessments; progress monitoring; common assessments; campus scorecard	November- February-
Focused Professional Development on assessment strategies utilizing all staff members as our Assessment for Learning Team	AFL Team, Administration	Lantana funds; campus funds		Staff Development Agenda	Increased use of strategies as evidenced in classroom walkthroughs	November- February--
Utilize G-Suite and teacher data binders to gather data from formative, common and report card assessments to involve students in monitoring progress and goal setting and developing plans for remediation/extensions of learning.	Staff and administration	Lantana funds; campus funds		Staff Development Agenda, Teacher Data Binders with tracking sheets, Campus scorecard, google forms	Student growth as identified on individual goal setting data, lesson planning documentation, intervention and acceleration plans, Istation benchmarks, Imagine Math benchmarks, STAAR, ELI,	November- February-

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

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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					Primary Numeracy, and campus scorecard	
Utilize ½ time K-2 and 3-5 Reading Specialists to support reading.	Interventionist; Reading Recovery	SCE \$90,000 FTE 1.5		Reading Intervention groups	Formative assessments, STAAR, Istation benchmarks, ELI, campus scorecard	November- February-
Utilize ½ time 3-5 Math Specialist to support math.	Interventionist	SCE \$30,000 FTE 0.5		Math Intervention groups	Formative assessments, STAAR, Imagine Learning benchmarks, campus scorecard	November- February-
Increase technology integration through the utilization of Chromebooks and Ipads in the classroom.	Administration; Instructional Technologist	Lantana funds		Increase in authentic use of technology at the point of learning	Formative assessment, STAAR, ELI, Istation, Primary Numeracy, Imagine Math scores	November- February-
Implementation by language arts teachers using Units of Study for Writing by Lucy Calkins	ELA teachers; district coach	Lantana funds		Implementation of units of study for writing	Istation benchmarks, report card assessments, Lucy Calkins Learning Progressions, Writing STAAR	November- February-
Implementation by math teachers using the Workshop Model	Math teachers; district coach	Lantana funds		Implementation of math workshop	Imagine Math benchmarks, report card assessments, Primary Numeracy, Math STAAR	November- February-

WIG 2: Blanton Elementary School will develop a comprehensive approach to the holistic (social/emotional/behavioral) growth of every child with all stakeholders. This will be evidenced by:

- **Climate and culture surveys-Increase of 5% parent satisfaction in areas of academic and student support**
- **Sense of Belonging - Increase of 4% from BOY to EOY PanoramaEd screener in Third Grade**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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Strengths Academy for 4th and 5th grade students	4th and 5th grade Teachers; Counselor	Lantana funds; campus funds		Weekly Strengths academy lessons for all 4th and 5th grade students; online portfolio	Increased awareness of strengths and how to use them	November-February-
Commitment to the STOIC model	Staff; Administrators	Lantana funds; campus funds		School-wide protocols for common areas	More on task behavior and less office referrals	November-February-
Use of Restorative Practices in classrooms	Staff; Administrators	Campus funds		Treatment Agreements in classrooms; Circles in classrooms; lesson plans	More on task behavior and less office referrals; parent and student surveys	November-February-
Curriculum Nights (Day in the Life of a Knight) to communicate with parents about grade level curriculum and instructional strategies. Parent Connection meetings each semester	Staff; administration; interventionists	Lantana funds; campus funds		Presentation materials for these parent nights	Improved community survey results reporting an increase in academic communication; improved relationships with parents	November-February-
KORT (Knights of the Round Table) opportunities for 5th grade students to serve the community	KORT Sponsor; administration	Lantana funds; campus funds		KORT student field trip in the community, KORT roster for serving during arrival time and peer welcoming	Increase in confidence and communication skills of KORT members and awareness of ways to serve the community	November-February-
PALS Program to foster relationships among students in need	Counselor	Campus funds		Mentor roster; plans for PALS sessions	Improved attendance and social skills	November-February-
Utilize PTA and Watch DOGS to increase parental involvement and volunteer programs	PTA, Staff, administration and volunteers	PTA support		Volunteer hours	Volunteer hours	November-February-
Utilize Career Day to allow student exploration of various careers without bias	Counselor, community	Campus funds/PTA support		Career Day schedule	Student survey	November-February-

WIG 2: Blanton Elementary School will develop a comprehensive approach to the holistic (social/emotional/behavioral) growth of every child with all stakeholders. This will be evidenced by:

- **Climate and culture surveys-Increase of 5% parent satisfaction in areas of academic and student support**
- **Sense of Belonging - Increase of 4% from BOY to EOY PanoramaEd screener in Third Grade**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	y volunteers					
Schedule events for students to showcase their learning, including Fine Arts Night, Musicals, Student Led Conferences, ELA Night, Math Night, and choir performances	Teachers	Campus funds; Lantana funds		Calendar of special events	Improved community survey results reporting an increase in participation	November- February-
Students will receive lessons throughout the year on the importance of physical activity, nutrition choices, and an overall healthy lifestyle choices.	Nurse; Teacher	Campus funds; Lantana funds		Lessons provided to students by both PE teachers and school nurse related to overall healthy lifestyle choices	Improved attendance rates and participation	November- February-
Community involvement in campus activities/programs	All Staff	Campus funds; Lantana funds		Veteran’s Day, Parent Connection Meetings	Improved community survey results reporting an increase in participation	November- February-

**Texas Education Agency
2019 Closing the Gaps
BLANTON EL (061901122) - DENTON ISD**

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Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	10	10	100%	33.3%	33.3
Growth Status	8	8	100%	55.6%	55.6
Student Success Status	9	9	100%	11.1%	11.1
Closing the Gaps Score					100

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%		
Target Met	Y			Y							Y		Y	Y		
% at Meets GL Standard or Above	66%	47%	67%	67%	-	75%	-	60%	44%	33%	36%	55%	64%	74%		
# at Meets GL Standard or Above	185	7	16	153	-	6	-	3	7	2	12	6	132	53		
Total Tests (Adjusted)	279	15	24	227	-	8	-	5	16	6	33	11	207	72		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y			Y							Y		Y	Y		
% at Meets GL Standard or Above	68%	47%	75%	69%	-	63%	-	100%	44%	50%	33%	82%	66%	76%		
# at Meets GL Standard or Above	191	7	18	156	-	5	-	5	7	3	11	9	136	55		
Total Tests (Adjusted)	279	15	24	227	-	8	-	5	16	6	33	11	207	72		
Total Indicators															10	10
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y			Y							Y		Y	Y		
Academic Growth Score	83	80	90	83	-	80	-	67	80	100	83	86	84	79		
Growth Points	145.5	8.0	13.5	118.0	-	4.0	-	2.0	8.0	4.0	19.0	6.0	114.5	31.0		
Total Tests	176	10	15	143	-	5	-	3	10	4	23	7	137	39		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y			Y							Y		Y	Y		
Academic Growth Score	88	68	97	89	-	90	-	83	80	88	80	100	88	90		
Growth Points	156.5	7.5	14.5	127.5	-	4.5	-	2.5	8.0	3.5	18.5	7.0	120.5	36.0		
Total Tests	177	11	15	143	-	5	-	3	10	4	23	7	137	40		
Total Indicators															8	8
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

**Texas Education Agency
2019 Closing the Gaps
BLANTON EL (061901122) - 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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Proficiency Status																
Target	36%															
Target Met	75%															
TELPAS Progress Rate	6															
TELPAS Progress	8															
TELPAS Total																
Total Indicators																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	9	9
Target Met	Y	Y	Y	Y	-	71	-	77	Y	Y	Y	Y	Y	Y	Y	Y
STAAR Component Score	65	47	61	66	-	95%	-	100%	39	52	41	67	64	67	67	67
% at Approaches GL Standard or Above	89%	73%	92%	90%	-	68%	-	77%	62%	88%	65%	93%	88%	92%	92%	92%
% at Meets GL Standard or Above	66%	44%	62%	67%	-	50%	-	54%	36%	38%	34%	69%	64%	72%	72%	72%
% at Masters GL Standard	40%	24%	30%	41%	-	22	-	13	19%	31%	24%	38%	41%	38%	38%	38%
Total Tests	742	41	63	603	-	22	-	13	42	16	89	29	550	192	192	192
Total Indicators																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	9	9
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																

*** 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
BLANTON EL (061901122) - DENTON ISD**

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Status and Data Table

Participation	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +			Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
										95%	100%	95%					
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELAReading	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	286	15	24	233	-	9	-	5	17	36	11	207	79	207	79	207	79
Total Tests	286	15	24	233	-	9	-	5	17	36	11	207	79	207	79	207	79
Mathematics	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	286	15	24	233	-	9	-	5	17	36	11	207	79	207	79	207	79
Total Tests	286	15	24	233	-	9	-	5	17	36	11	207	79	207	79	207	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.



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

UbD Units of Study, Standards-Based Curriculum Resources and Assessments, assessment data, schedules

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"> ● Units of Study for Reading implemented with fidelity in grades K-5 ● Data driven campus with interventions implemented in the classroom for all tiers ● High achievement in state and local assessments ● Parents and staff report high levels of satisfaction with high learning standards for all students ● STEM lessons in Creation Commons and in classrooms ● Vertical PLCs by content ensures reduction of learning gaps between grade levels ● We have grown in our understanding and work of PLCs 	<ul style="list-style-type: none"> ● Continue to grow in our PLC process for interventions and enrichment ● Better understanding and practice of Math workshop in all grades K-5 ● Introduction of Writing Units of Study and support throughout the learning ● Continued growth in Assessment for Learning strategies

Summary of Needs

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

Professional development and PLC work funded through the Lantana Education funds;
 Continue implementation and understanding of Math Workshop and Units of Study for Writing;
 Utilize all staff members for Assessment for Learning teams to continue our growth in assessment strategies and our implementation of them in all classrooms;
 Utilize STEM team to gain an understanding of how STEM lessons support the curriculum.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- Enrollment
- Ethnicity
- Gender
- Attendance
- Mobility
- At-Risk by category
- Student-Teacher Ratios
- Participation in Special Programming

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">● Low student mobility rate● Low staff turnover rate● Interview committee comprised of varied staff members	<ul style="list-style-type: none">● Create a mentor system for new staff members (to include those at Blanton less than 2 years)● Continue utilizing the Blanton Interview Committee as openings occur

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.)...

Create a mentor system for teachers that are new to Blanton and those that have been here less than 2 years to better support them.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Volunteer rates; Climate and Culture Survey results

Findings/Analysis

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

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

Strengths...-	Needs -
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<p>Healthy relationship with PTA High volunteer rates for family and community (including Watch DOGS and parents) Good communication between school and home by administration and encouraged of teachers Special Events well attended by parents/families (EXPO presentations, Family Nights, Fine Arts Night) Student Led Conferences were well attended with good feedback from families</p>	<p>Low participation in Curriculum Nights for ELAR and Math. Continue communication between home and school</p>
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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.)...

Parent Connection events to spotlight questions raised on the Culture and Climate Survey by parents. Blanton will host a family event called “A Day in the Life of a Knight” to showcase student learning in the classroom.
Blanton will continue Student-Led conferences for all students in grades K-5.
Blanton will continue to reach out to community partners to have more 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...

Master schedule; climate and culture survey results; student support schedule

Findings/Analysis

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

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

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Campus Leadership Team works collaboratively as a decision-making team.</p> <p>Vertical teams decreased gaps in achievement by ensuring alignment of vocabulary, rubrics, and utilization of workshop.</p> <p>Weekly communication between administration and staff (smore) keeps everyone informed of upcoming events and provides encouragement.</p>	<p>Master Schedule that plans for enrichment and intervention.</p> <p>Continued growth of Team Leader role.</p> <p>Continued work of vertical teams.</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>Create a master schedule that plans for enrichment and intervention for students.</p> <p>Blanton will ensure Vertical teams have the opportunity to meet on a regular basis.</p> <p>Blanton will implement leadership training for our Team Leaders.</p>



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

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

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Climate and Culture Survey results; walk-through data; communication with parents, students, and staff

Findings/Analysis

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

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

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">- Student recognition- High levels of enthusiasm among staff and students- Whole staff is dedicated to student achievement- High level of morale within the building with a good relationship between leadership and staff- Creation Commons lessons for STEAM-Restorative practices utilized in all grade levels	<ul style="list-style-type: none">-Increase family involvement in curriculum nights-Continue learning how to use Restorative Practices effectively-Online Portfolio for students has not been efficient.

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>Utilize G-Suite as an online portfolio for students. Support the work of Restorative Practices with training.</p>



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff list with certifications; assessment data from ELI, Primary Numeracy, STAAR; T-TESS Goal setting for 2018-19; Professional Development records, Campus Culture and Climate Survey; Employee Engagement Survey

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">-Highly qualified and motivated staff-PLCs within the school day-Staff is highly engaged with student growth academically, socially, and emotionally-Collaborative teams-PD that includes on-site training (MegaLabs) and that allows for support with new learning	<ul style="list-style-type: none">-On-going PD that is timely and designed to close learning gaps (including Assessment Strategies, Math Workshop, and Units of Study for 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.)...

<ul style="list-style-type: none">-Continue our practice of including staff in the interview process.-Structure Professional Development to meet the needs of our staff, including PLCs during the school day.-Strength Spotlight of 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 for K-2nd; Primary Numeracy for K-2); STAAR assessment data Reading, Math, Writing, Science 3-5; EXPO testing data; TELPAS data; Classroom and Campus Scorecards

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"> --Student strengths and needs are identified through assessments (formative and summative) -Collaborative teams are closing gaps through interventions -Lucy Calkins Reading Units of Study for grades K-5 have shown growth in reading for students -Creation Commons motivating students through STEM for K-5 	<ul style="list-style-type: none"> -Utilize interventionists and special programming staff to provide intervention/enrichments support for classroom teachers and students -Materials for intervention/enrichment K-5 -Creation Commons scheduled monthly for K-5

Summary of Needs

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

As a campus, we will utilize the PLC process to analyze data from multiple sources as a foundation for intervention/enrichment programming for all students K-5 to support growth.
 We will utilize best practices and our AFL teams to provide support in assessment strategies.
 Through the DMTSS process, we will identify students in need and monitor progress regularly to work toward a year's worth of growth for every student at Blanton.
 We will also focus on student engagement for those students who need challenging.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Hardware and software systems

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> -Ratio of technology to students -Student use of applications and equipment at the point of learning 	<ul style="list-style-type: none"> -An online portfolio system that is manageable for students, teachers, and parents -Resources for Creation Commons -1:1 Chromebooks for 2nd grade Interactive projectors

Summary of Needs

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

<p>We will provide training from our campus experts for moving toward using G-Suite for our online portfolio system.</p> <p>We will utilize Lantana Foundation funds to purchase materials for a centralized Creation Commons to generate student exploration of STEAM.</p> <p>We will utilize Lantana Foundation funds to purchase additional chromebooks so our 2nd grade can have 1:1 access.</p>



Summary of Priority Needs

Demographics...

-Create a mentor system for teachers that are new to Blanton and those that have been here less than 2 years to better support them.

Student Achievement...

-As a campus, we will utilize the PLC process to analyze data from multiple sources as a foundation for intervention/enrichment programming for all students K-5 to support growth.
-We will utilize best practices and our AFL teams to provide support in assessment strategies.
-Through the DMTSS process, we will identify students in need and monitor progress regularly to work toward a year's worth of growth for every student at Blanton.
-We will also focus on student engagement for those students who need challenging.

School Culture and Climate...

-Utilize G-Suite as an online portfolio for students.
-Support the work of Restorative Practices with training.

Staff Quality, Recruitment and Retention...

-Continue our practice of including staff in the interview process.
-Structure Professional Development to meet the needs of our staff, including PLCs during the school day.
-Strength Spotlight of Staff Members

Curriculum, Instruction, and Assessment...

-Professional development and PLC work funded through the Lantana Education funds;
-Continue implementation and understanding of Math Workshop and Units of Study for Writing;
-Utilize all staff members for Assessment for Learning teams to continue our growth in assessment strategies and our implementation of them in all classrooms;
-Utilize STEM team to gain an understanding of how STEM lessons support the curriculum.

Family and Community Involvement...

- Parent Connection events to spotlight questions raised on the Culture and Climate Survey by parents.
- Blanton will host a family event called "A Day in the Life of a Knight" to showcase student learning in the classroom.
- Blanton will continue Student-Led conferences for all students in grades K-5.
- Blanton will continue to reach out to community partners to have more community involvement.

School Context and Organization...

- Create a master schedule that plans for enrichment and intervention for students.
- Blanton will ensure Vertical teams have the opportunity to meet on a regular basis.
- Blanton will implement leadership training for our Team Leaders.

Technology...

- We will provide training from our campus experts for moving toward using G-Suite for our online portfolio system.
- We will utilize Lantana Foundation funds to purchase materials for a centralized Creation Commons to generate student exploration of STEAM.
- We will utilize Lantana Foundation funds to purchase additional chromebooks so our 2nd grade can have 1:1 access.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Melissa McDonald
Teacher	Ginny Doyle
Teacher	Tamarra Thiessen
Teacher	Melissa Hooton
Teacher	Kari Hawkins
Teacher	Marissa Russell
Teacher	Emily Valenta
Teacher	Lynette Jones
Teacher	Thea Turner
Campus-Based Non-teaching Professional	Stacey Gow
Campus-Based Para or Operations Staff Rep	Lindsay Smith
District-Level Professional	Jennifer Hood
Parent Rep	Ed Nejeschleba
Parent Rep	Julie Gossett
Community Rep	Toni Carlile
Principal	Linda Bozeman
Assistant Principal	Landon Turrubiarte

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

Date	Time	Location
September 16, 2019	3:20-4:20	PLC Room
November 18, 2019	3:20-4:20	PLC Room
February 3, 2019	3:20-4:20	PLC Room
March 23, 2019	3:20-4:20	PLC Room
May 14, 2019	3:20-4:20	PLC Room

“EP Rayzor 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

Our mission is to foster lifelong learning in a supportive and safe environment by providing rigorous academics and character education, so that students can be successful, contributing citizens and lead meaningful lives.

School Vision

Cultivate a collaborative culture through the development of high performing teams.

School Values

Values

Integrity: We will be positive role models reflecting our ethics and character.

Empathy: We will up-lift our community and create a caring positive environment.

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

Humor: We will find joy in our daily situations, up-lift our community, and create a positive environment.

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

WIG 1: By May of 2020, Improve Tier 1 instruction in order to ensure the academic growth of all students and increase the combined expected and accelerated progress rate by 5% in reading and math on the 2020 STAAR test.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Through PLC's Progress Monitor three students, high, medium and low from each classroom every four weeks.	Staff and Administration Lantana Funds			PLC agenda	Running Records, Learning Progressions, Primary Numeracy, Problem Solver, I-Station	
Grade levels will complete the Planning Process for each nine weeks.	Staff and Administration			Documentation of work in the Year at a Glance folder	Benchmarks on ELI, Primary Numeracy, Imagine Math, RI and I-Station	
Meet three times a year individually with each teacher to discuss student data and changes in instructional practices.	Staff and Administration			Calendar Invites and Meeting Notes	Benchmarks on ELI, Primary Numeracy, Imagine Math, RI and I-Station	
Utilize district coaches for planning and improving instruction and conducting Mega Labs.	Staff, Administration and district personnel Lantana and Campus Funds			PLC agenda, Meeting Notes and AESOP	Benchmarks on ELI, Primary Numeracy, Imagine Math, RI and I-Station	
Create Extensions or Pathways for those students that show mastery on pre-assessments.	Staff, Administration , EXPO teacher			Lesson Planning	Benchmarks on ELI, Primary Numeracy, Imagine Math, RI and I-Station	
Utilize 1/2 time Math Interventionist to provide support for math in grades 3-5.	Interventionist FTE - 0.5	SCE \$30,000 -		Math Intervention groups	Common Assessments, STAAR and I-Station benchmarks	
Utilize 1/2 time K-2 and 3-5 Reading Specialists to support reading	Interventionist Reading Recovery staff	SCE \$90,000		Reading Intervention groups	Common Assessments, STAAR and I-Station benchmarks, ELI	

WIG 1: By May of 2020, Improve Tier 1 instruction in order to ensure the academic growth of all students and increase the combined expected and accelerated progress rate by 5% in reading and math on the 2020 STAAR test.

Leads/Action Steps	Person(s)	Fund/\$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	FTE 1.5					
Staff Member extend their learning by attending state and national training opportunities.	Staff and Administration Lantana Funds and Campus Funds			Attendance at staff developments	STAAR, ELI, RI, I-station benchmarks, and Common Assessment scores	
Using FreshGrade, students and teachers will effectively monitor learning through goal setting with tracking methods for growth and action plans for learning and enrichment.	Staff and administration. Lantana funds and campus funds			Staff Development Agenda Student Data Binders Teacher Tracking Sheets , Use of FreshGrade	Student growth as identified on individual goal setting data, lesson planning documenting planning for acceleration, enrichment and intervention	
Implement Lucy Calkins Reading in Grades K-5	Staff and administration. Lantana funds and campus funds			Mini-lessons, conferring with students, anecdotal notes, anchor charts, student display of work	STAAR, ELI, RI, DRA, I-station benchmarks, and Common Assessment scores	
Implement Lucy Calkins Writing in Grades K-5	Staff and administration. Lantana funds and campus funds			Mini-lessons, conferring with students, anecdotal notes, anchor charts, student display of work	STAAR, I-station benchmarks, and Common Assessment scores	

WIG 2: Provide a safe, orderly and well-maintained climate for learning and encourage participation by all members of the school community, in the continuous improvement of the educational system and school climate increasing student ownership of their learning.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize student performance and curriculum nights for PTA meetings to increase parental involvement.	PTA, Staff, Admin,			Volunteer hours	Volunteer hours	
Strengthsfinder for students and new staff.	New Staff and Fifth Grade students			Lesson plans, staff development plans	Awareness of individual strengths and team strengths	
More personalized learning paths using technology for those students who have already learned it.	Administration, staff and EXPO teacher			Lesson Plans	Increased number of students showing a year or more growth in learning	
Implement a career day to help bring in the community and help meet our college readiness standards.	PTA, Administration, and Staff			Lesson Planning	Connections made with learning and real life experiences/careers	
Each Grade level will conduct a Community Service Project.	Administration and staff			Money or materials donated to various charitable organizations	Increase awareness of the fulfillment of giving back to your community	
The building cleaned, materials replaced as needed and upgrade common spaces such as the teacher's lounge and workroom.	Administration, PTA and Community			Improved common spaces	School pride evidenced by students, community and staff	

**Texas Education Agency
2019 Closing the Gaps
EP RAYZOR EL (061901115) - 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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Proficiency Status																
Target	36%															
Target Met	58%															
TELPAS Progress Rate	7															
TELPAS Progress	12															
TELPAS Total																
Total Indicators																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	7	8
Target Met	Y	68	71	66	42	N	-	91	Y	71	Y	80	Y	Y	56	56
STAAR Component Score	93%	94%	95%	91%	75%	100%	-	100%	93%	100%	74%	94%	93%	89%	89%	89%
% at Approaches GL Standard or Above	69%	71%	74%	66%	50%	80%	-	100%	56%	78%	38%	88%	74%	53%	53%	53%
% at Meets GL Standard or Above	42%	29%	45%	41%	0%	37%	-	72%	22%	35%	18%	59%	47%	25%	25%	25%
% at Masters GL Standard	536	17	78	384	4	35	-	18	27	23	89	17	415	121	121	121
Total Tests																
Total Indicators																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	7	8
Target Met																
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																

*** 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
EP RAYZOR EL (061901115) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

Participation	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +			Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
										95%	100%	95%					
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELAReading	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	204	6	30	146	2	13	-	7	9	9	32	7	159	45	159	45	45
Total Tests	204	6	30	146	2	13	-	7	9	9	32	7	159	45	159	45	45
Mathematics	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	204	6	30	146	2	13	-	7	9	9	32	7	159	45	159	45	45
Total Tests	204	6	30	146	2	13	-	7	9	9	32	7	159	45	159	45	45

*** 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
Lesson Plans
Professional Learning Communities (Minutes)
I-Station 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...
<p>Curriculum is well aligned with TEKS.</p> <p>Assessments are planned in advance.</p> <p>Criteria is created with students and developed into rubrics.</p> <p>Data from assessments is used to drive instruction and intervention.</p> <p>Lucy Calkins Units of Study aligning to our TEKS, UBDs and district assessments.</p>	<p>21st Century Learning Skills</p> <p>Implementing the use of technology skills in more classes.</p> <p>How can we set it up so that each and every one of our kids knows that their learning belongs to them, that learning is not what adults are making them do or doing to them?</p> <p>Special programs teachers were given the same resources and materials (example: Lucy Calkins) as classroom teachers in order to align their teaching with what is going on in the classroom.</p> <p>Use of the STEAM lab to extend students' learning.</p> <p>Common lesson plan format and submission procedures</p> <p>More frequent monitoring of the growth of all students.</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.)...

Through the PLC process EP Rayzor will create a Year a Glance for each nine week utilizing The Planning Process document.



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 Overview of 2018 State Accountability System 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...
Affluent population Low Mobility	We need to increase the awareness of diversity

Summary of Needs

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

Raise awareness of diversity



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Parent Volunteer Information PTA

Findings/Analysis

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

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

Strengths -	Needs -
<p>An established and supportive PTA which is involved in a number of campus level decisions as well as celebrations for teachers and staff</p> <p>Multiple events held throughout the year such as Fun Run, StuCo, Watchdogs, Fine Arts Night, Literacy/STEAM Night, Kinder Roundup, Mother/Son Night, Daddy/Daughter Dance</p> <p>Principals' Press, electronic signage out front, and school social media accounts help keep all stakeholders informed and encourage them to become involved in our school.</p>	<p>Create a homework experience so that students own their learning, students going home excited to share/discuss their learning with family</p> <p>Implement a career day to help bring in the community and help meet our college readiness standards</p> <p>Focus a portion of curriculum nights on what the expectations are for parent-child-teacher...clearly defined the roles of each stakeholder</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.)...

Providing the students connections to authentic real life experiences that connect with their learning which will help students take more ownership of their learning.



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 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...
<p>We have structures in place for processes and decision making and overall leadership: PLC's, AFL, LEAD. Teachers are encouraged to attend continuing training in order to provide quality teaching and learning.</p> <p>District is open to teacher feedback when we come across things that we need changed or considered. (Ex: report card assessments, changes to assessments used for data)</p>	<p>Schedule improvement to allow teacher more planning to implement MTSS documentation and planning.</p> <p>Teachers need a more clear understanding of the budget. The amount of funds received from Lantana each year and how much we have saved for the future should be transparent with all staff.</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>Transparency with the staff about the budget.</p>



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

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

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Feedback data Parent Conferences PTA Board Employee Engagement Survey

Findings/Analysis

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

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

Strengths...	Needs...
<p>Our culture has moved toward giving back/giving to others. Our climate is safe and mostly positive.</p> <p>Opportunities for our families to be in E.P. (Literacy/STEAM Family Night, Fine Arts Night, STUCO Build a Bike)</p> <p>We have a culture of inclusion that doesn't single out students who need intervention or receive special services.</p> <p>Our school provides so many opportunities K-5 for students to 1) be apart of a club/program 2) be aware of things going on around us that are bigger than ourselves. Examples such Running Club, Stu-Co, Art Club, Science Club, Choir, Book Club and Orchestra. We are most successful when kids are involved.</p>	<p>StuCo kids and class service projects have done a great job showing compassion to others. Is there a way more students can have opportunities to build empathy within our school?</p> <p>Mission and Vision of the school needs to be tweaked to include student ownership of their learning.</p> <p>The building is in need of a deep cleaning and some replacement items (mats under water fountains, door mats at all entrances, throw away and replace any damaged/broken furniture). Staff lounge is too crowded; tables need to be replaced with something that fits the space better.</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.)...

Continue with each grade level being responsible for a grade level service project and expand opportunities for students to give to others within our own school walls.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Teacher Certification Professional Development Data Staff mobility/stability Employee Engagement Survey

Findings/Analysis

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

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

Strengths...	Needs...
<p>Retention is high. Staff quality is high, and continues to grow with professional development.</p> <p>We are a seasoned staff with little turnover from year to year</p> <p>Our staff encourages each other to grow as professionals.</p> <p>The staff development we choose to attend aligns with what our beliefs are! (AFL, etc)</p>	<p>Team Building activities to begin the year and throughout the year to strengthen our staff’s relationships</p> <p>More feedback provided to the staff about instructional practices</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.)...

More feedback provided to the staff about instructional practices.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Previous STAAR tests
Online Portfolios
Common Assessments
Report Card Assessments
Primary Numeracy
ELI
I-Station data
Think Through Math Data

Findings/Analysis

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

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

Strengths...	Needs...
<p>A 3% increase in our indicator score from 49 to 52% in Grade 5 Science Performance (Masters Grade Level)</p> <p>Quartile 1 in Grade 5 Science Performance</p> <p>Distinction Earned in Science</p> <p>Movement from Quartile 4 to Quartile 2 in Grade 3 Reading Performance (Masters Grade Level)</p> <p>A 4% increase in our indicator score from 51 to 55% in Grade 5 Reading Performance (Masters Grade Level)</p> <p>A 5% increase in our indicator score from 42 to 47% in Accelerated Student Progress in Mathematics</p>	<p>22% of our students leaving Kinder not on grade level on the ELI (at-risk or progressing)</p> <p>22% of our students leaving First not on grade level on the ELI (at-risk or progressing)</p> <p>37% of our students leaving second not on grade level on the ELI (at-risk or progressing)</p> <p>38% of our students leaving Kinder not on grade level on the Primary Numeracy (at-risk or progressing)</p> <p>28% of our students leaving First not on grade level on the Primary Numeracy (at-risk or progressing)</p> <p>40% of our students leaving Second not on grade level on the Primary Numeracy (at-risk or progressing)</p> <p>23% of our students making Limited STAAR progress in Math</p> <p>32% of our students making Limited STAAR progress in Reading</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.)...

Use of a planning process that ensures that teachers are fully understanding the TEKS and the prerequisite skills that are necessary in the mastery of the TEKS. An accountability system in place in order to monitor the growth of all students.



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 Resource allocations Technology plan

Findings/Analysis

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

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

Strengths...	Needs...
<p>Our school is 1 to 1 with chromebooks</p> <p>The podcast- Learning is a “Big Dill” at EP Rayzor! is fantastic! The technology being shared each week keeps us aware of the options, keeping us current.</p> <p>Many teachers take advantage of distance-learning events.</p>	<p>We need training/instruction on Go Guardian for student monitoring within the school.</p> <p>More in depth training for our interactive smart boards. We also need software.</p> <p>Pathways need to be developed in the software programs to differentiate or close gaps and/ or enhance instruction.</p> <p>All classrooms need to be set up to include google classroom as part of their daily routines.</p> <p>More time to learn all the new technology to be able to incorporate into our lessons.</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>We have the infrastructure and access available to technology for teachers. Teachers need more training and support in learning how to use these tools.</p>



Summary of Priority Needs

Demographics...

Raise awareness of diversity.

Student Achievement...

Use of a planning process that ensures that teachers are fully understanding the TEKS and the prerequisite skills that are necessary in the mastery of the TEKS. An accountability system in place in order to monitor the growth of all students.

School Culture and Climate...

Continue with each grade level being responsible for a grade level service project and expand opportunities for students to give to others within our own school walls.

Staff Quality, Recruitment and Retention...

More feedback provided to the staff about instructional practices.

Curriculum, Instruction, and Assessment...

Through the PLC process EP Rayzor will create a Year a Glance for each nine week utilizing The Planning Process document.

Family and Community Involvement...

Providing the students connections to authentic real life experiences that connect with their learning which will help students take more ownership of their learning.

School Context and Organization...

Transparency with the staff about the budget.

Technology...

We have the infrastructure and access available to technology for teachers. Teachers need more training and support in learning how to use these tools.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Heather Bishop
Teacher	Aleisha Moore
Teacher	Shelly Weaver
Teacher	Becky Williams
Teacher	Lisa Hanley
Teacher	Stephanie Wilson
Teacher	Laura Crocco
Campus-Based Nonteaching Professional	Melissa Leonard
Campus-Based Para or Operations Staff Rep	Michelle Payne
District-Level Professional	
Parent Rep	Christi Custer
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
Oct. 3, 2019	3:15	Conference Room
Jan. 9, 2020	3:15	Conference Room
March 5, 2020	3:15	Conference Room
April 2, 2010	3:15	Conference Room
May 7, 2015	3:15	Conference Room

“Hawk”



Campus Improvement Plan 2019-20

“Hawk”

Campus Improvement Plan 2019-20

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- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, Values, and Commitments

District Mission

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

School Mission

To empower students to become successful learners

School Vision

We believe to accomplish our mission as a staff we will become a school that:

- Works collaboratively to ensure the emotional, social, and academic success of our children
- Collaborates and aligns our curriculum in vertical and grade level teams
- Celebrates the successes of our students and teachers
- Commits to reflect and adapt our instructional practices based on our continued learning and professional conversations
- Is innovative and uses technology to prepare our children for the world in which they live
- Has fun!

School Values

- Courageous
- Collaborative
- Connected

School Commitments

In order to achieve our vision we have made the following commitments:

- We will publicly support our children, staff, and school.
- We will provide a positive school environment that promotes learning, social responsibility, and critical thinking
- We will model, mentor, teach, and support one another in our professional development.
- We will engage in professional, open, and honest communication that is built on a foundation of trust.
- We will promote student success through implementing strategic intervention and enrichment.

- We will constantly seek to grow and develop as professionals.
- We will employ and analyze a variety of assessment strategies and differentiation to further student growth.
- We will model risk taking to promote a growth mindset.

WIG 1: By May, 2020 Hawk Elementary School will focus on ensuring at least one year’s growth in Math and Reading for every student. This will be evidenced by:

K - 2nd Grades - Early Literacy Inventory - 5% of students ending year “On Level,” with 5% or fewer ending at “Progressing”

K – 2nd Grades - Primary Numeracy - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk” by end of 2nd grade

3rd - 5th Grades - will increase the expected and accelerated progress rate to 5% points in reading and math (currently 75% Reading; 86% in Math)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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Commit educational leave days for teams throughout the school year to build common pre/post assessments to track student growth. (Specifically... Identify dates for fall /spring semester for each grade level)	K-5 Teachers Admins Math Int Read Int	SCE: \$30,000 FTEs: 0.5		Lesson plans, Learning walk tool, PLC minutes, staff development, common assessments, ELI, and STAAR results	STAAR progress measure, growth in Index 2 & 3, transfer tasks, common assessments, ELI	November March
Develop specific vertical team goals to specifically address problems solving, writing, STEAM units	Grade level teachers Math Int Read Int Admins	SCE: \$30,000 FTEs: 0.5		Vertical Content targets, school calendar, staff development, learning walks, Vertical Team slides	Alignment of learning targets, content assessments, lesson plans	November March
Common team folders in Google that will document progress toward content goals for each grade level.	Admins			Google folder for staff to access	Alignment of goals, products /lessons, Alignment of vocabulary	November March
Online portfolio	Classroom teachers, Admins			Grade level Content agendas, strong/weak samples of student work, Google Classroom streams, staff development, Flipgrid streams, DoJo streams	Google Classroom, online portfolio,	November March
Continued implementation of Lucy Calkins Units of Study in Reading, Writing and phonics with fidelity	Classroom teachers Read Int Admins Curr Dept Coord	SCE: \$30,000 FTEs: 0.5		Lesson plans, staff development, Curriculum department resources, posted metacognitive learning targets.	Staff development, Units of Study, PLC meeting agenda, Units of Study Guidelines	November March

WIG 1: By May, 2020 Hawk Elementary School will focus on ensuring at least one year’s growth in Math and Reading for every student. This will be evidenced by:

K - 2nd Grades - Early Literacy Inventory - 5% of students ending year “On Level,” with 5% or fewer ending at “Progressing”

K – 2nd Grades - Primary Numeracy - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk” by end of 2nd grade

3rd - 5th Grades - will increase the expected and accelerated progress rate to 5% points in reading and math (currently 75% Reading; 86% in Math)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Project school collaboration with Columbia Teacher’s Calkins (Lucy Calkins)	Teacher’s College Staff Developer			Staff Development plans, lesson plans, staff developer feedback, student reflection tools	STAAR progress measure, growth in Index 2 & 3, transfer tasks, common assessments	November March
Targeted Tier 1 and intervention instruction for Asian, Hispanic, and Economically Disadvantaged subpopulations	Classroom teachers, Admins			PLC meeting minutes and agendas, lesson plans, SOC minutes, learning walks,	Student growth in reading and math as indicated on STAAR, SBRC, iStation BOY, MOY, EOY benchmarks	November March
Staff development specifically addressing goal setting for students in reading and math. (Assessment for Learning Strategy)	Classroom teachers Read Int Admins Curr Dept Coord	SCE: \$30,000 FTEs: 0.5		Lesson plans, staff development, Curriculum department resources, posted metacognitive learning targets, student goal setting folders	Staff development, PLC agendas, lesson plans, portfolios	November March
All K-2 teachers will provide guided reading to all students with intentionality to exit all children on level and achieve one year of progress by May, 2020	Teachers Reading Recovery teacher			Participation in weekly PLC meetings, agenda minutes, student work samples, student reading levels, Lit library teacher check out lists	Student growth in essential learning as indicated on SBRC, iStation BOY, MOY, EOY benchmarks	November March
Assessment planning on Huddle days.	Teachers Admins			PLC meeting minutes and agendas, staff development, learning walks, lesson plans, eSTAR	Lesson plans, student growth on SBRC assessments, ELI, common assessment growth, iStation, Imagine Math, STAAR progress measure	November March
Teachers in grades 3, 4, and 5 will provide daily leveled text guided reading for all below level readers.	Teachers SPED teachers			Participation in weekly PLC meetings, agenda minutes, student work samples,	Student growth in essential learning as indicated on SBRC, STAAR passing rates,	November March

WIG 1: By May, 2020 Hawk Elementary School will focus on ensuring at least one year’s growth in Math and Reading for every student. This will be evidenced by:

K - 2nd Grades - Early Literacy Inventory - 5% of students ending year “On Level,” with 5% or fewer ending at “Progressing”

K – 2nd Grades - Primary Numeracy - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk” by end of 2nd grade

3rd - 5th Grades - will increase the expected and accelerated progress rate to 5% points in reading and math (currently 75% Reading; 86% in Math)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				student reading levels, Lit library teacher check out lists, lesson plans	progress measure, iStation benchmarks/pathways	
Daily intervention provided by math and reading interventionist for all 3rd - 5th grade at-risk students.	Math Int Read Int	SCE: \$60,000 FTEs: 1.0		Minutes from SOC meeting each grading period, Rtl spreadsheet for Reading, Math, Writing, Science	Student progress towards learning target, STAAR level II scores and progress measure	November March
Teachers will continue to collect and use samples of strong and weak student work to be saved in the grade level PLC folder and used to guide learning outcomes.	All classroom teachers			Posted samples of strong/weak work during learning walks, work in Google Classroom, work brought to Vertical meetings	Improved student work samples based in Google Classroom, STAAR passing rates and progress measure	November March
Teachers will provide effective feedback on student work in order to guide students from where they are in their learning to the intended learning target and next steps	Teachers Admins Math Int Read Int Math/Rea	SCE: \$30,000 FTEs: 0.5		Student work samples with feedback shared at staff/vertical meetings, PLC meetings, learning walk google form	Student progress towards learning targets as evidenced in portfolio, STAAR progress measure	November March
All staff will post student friendly learning targets for each instructional period.	Teachers, Admin			Posted learning targets during learning walks, student knowledge of targets and next steps	Student growth in essential learning as indicated on SBRC, improved STAAR level phase II, and progress measure	November March
Campus administrators will conduct weekly learning walks to provide feedback to teachers regarding their instructional practices.	Admins			Calendar, learning walk feedback notes	Student growth in essential learning as indicated on SBRC, improved progress measure on STAAR, increased T-TESS dimensions	November March

WIG 1: By May, 2020 Hawk Elementary School will focus on ensuring at least one year’s growth in Math and Reading for every student. This will be evidenced by:

K - 2nd Grades - Early Literacy Inventory - 5% of students ending year “On Level,” with 5% or fewer ending at “Progressing”

K – 2nd Grades - Primary Numeracy - 95% students ending year “Ready,” with 5% or fewer ending at “At Risk” by end of 2nd grade

3rd - 5th Grades - will increase the expected and accelerated progress rate to 5% points in reading and math (currently 75% Reading; 86% in Math)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will provide feedback with each other during Vertical Team meetings on Bill of Rights for reading, writing, and math	Teachers Admins Specialists			Vertical Team meeting agenda and artifacts	Content alignment of learning targets, increased T-TESS dimensions	November March
All grade levels will conduct sessions on “Experience the Learning” curriculum night to inform parents on how concepts may be taught, strategies, and the use of Google, Flipgrid, Dojo for online portfolio	Teachers Math Int Read Int	SCE: \$30,000 FTEs: 0.5		Agenda/slide shows for “Experience the Learning” night, activities provided to parents	Parent support for instructional practices that seem new/different	November March
Teachers will meet once weekly in PLC to discuss essential learnings, assessments, student progress towards such learning and students of concern.	Teachers Math Int Read Int Admins Specialists	SCE: \$30,000 FTEs: 0.5		PLC team meeting minutes/agenda, RtI spreadsheet, PLC Google folder	Student growth in essential learning as indicated on SBRC and STAAR passing rates and progress measure	November March
Implementation of Grade level/Campus scorecard	Teachers Admins			Google quarterly document	Student growth and progress towards goals.	November March

WIG 2: By May of 2020, the staff and community of Hawk Elementary will maintain and/or increase the current combined engaged and highly engaged levels.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Maintain and/or increase participation rates of staff and parents.	Admins Grade Level leaders			Communication about survey sent via email, facebook, web page, twitter	Participant number for staff and community will increase	November March
Implement and reproduce mentor program to facilitate the successful integration of new team members	Classroom teachers, Admins			Monthly Mentor/mentee meetings and assign new staff with campus mentor	Engaged and/or highly engaged staff members new to campus.	November March
Curriculum night designed specifically for parent/student activity in learning	Classroom teachers, Admins			Lesson plans & activities from the Oct. 4th event.	Increased parent participation during curriculum evening	November March
Identify and develop individual growth objectives for campus leadership opportunities	Admin			Survey to assess needs/wants. Communication to teams about various leadership roles	Increased variation of staff in leadership roles	November March
Partnership with Presidio and other community partnerships for student and teacher appreciation	Admin			Monthly celebrations, honorees featured on social media.	Increased community awareness of the appreciation for teachers	November March
Maintain and strengthen system of staff recognition (peer to peer)	Classroom teachers, Admins			TEAM awards, celebration meeting slideshow, number of marigolds created and distributed	Increased staff appreciation for one another,	November March
Creating planning committee for staff events outside of the school day	Classroom teachers, Admins			Calendar of staff events, events, monthly madness calendar	Increased staff appreciation for one another, increased attendance at campus functions by staff	November March
Collaboration with PTA to establish a family movie night in the fall and family dance party in the spring	Admin, PTA board, teachers			Calendar of events, PTA newsletter	Strengthened partnership between Hawk staff and Hawk families.	November March

**Texas Education Agency
2019 Closing the Gaps
HAWK EL (061901118) - 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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										39%						
TELPAS Progress										9						
TELPAS Total										23						
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
STAAR Component Score	68	57	58	71	-	69	45	69	59	58	46	65	69	64		
% at Approaches GL Standard or Above	93%	95%	90%	94%	-	88%	75%	90%	89%	91%	77%	97%	94%	89%		
% at Meets GL Standard or Above	69%	60%	57%	73%	-	74%	42%	72%	63%	59%	41%	70%	69%	68%		
% at Masters GL Standard	41%	17%	28%	46%	-	44%	17%	44%	25%	25%	19%	27%	43%	34%		
Total Tests	987	63	163	676	-	34	12	39	126	44	102	37	762	225		
Total Indicators															11	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																

*** 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
HAWK EL (061901118) - DENTON ISD**

CONFIDENTIAL

Status and Data Table

	Participation															
	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
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELAReading	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	365	26	61	245	-	14	4	15	49	17	40	13	283	82	283	82
Total Tests	365	26	61	245	-	14	4	15	49	17	40	13	283	82	283	82
Mathematics	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	365	26	61	245	-	14	4	15	49	17	40	13	283	82	283	82
Total Tests	365	26	61	245	-	14	4	15	49	17	40	13	283	82	283	82

*** 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...

Google Form survey feedback
Lucy Calkins curriculum
District Scope and Sequence
Vertical team process and alignment

UbD units
Common Report Card assessments

Findings/Analysis

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

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

Strengths...	Needs...
UBD updates pushed out often taking into account teacher feedback	Input to district committees from staff regarding curriculum and assessment
Pre-assessments and formative assessments are used often to adapt curriculum and meet each child where they are	A more consistent way to capture data.
Workshop model allows for differentiated instruction	Instructional decisions made based on small group and conferring data
Data is used well in SOC meetings and in PLC time to determine ways to grow all students	
Most grade levels use assessment data to drive future small group instruction.	

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 feedback received is that there is still some inconsistency across subject areas with the rigor of assessments in the lower grades. Staff needs to continue to address these needs in district committees and to the curriculum department to help improve and align assessments.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Data Dashboard
PEIMS, Fall Submission

Findings/Analysis

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

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

data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Good attendance (95%)	student diversity (68% white, 16% hispanic, 6% African American, 4% Asian, 1% Hawaiian Island/Pacific Islander, 4% two or more)
Low mobility (5.7%)	more diversity in staff to reflect student population
At risk percentage (12%) correlates with SpEd (10%), LEP (4%), and Economically Disadvantaged (11%) percentages	Additional interventions for at risk students
Fairly equal male/female student ratio (53%-47%)	
High GT population (8%)	

Summary of Needs

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



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Google Forms Survey
District Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
Families are encouraged to attend school-sponsored activities such as meet the teacher, curriculum night, Mav Fest, jingle run	More parent involvement in the classrooms in upper grades
We offer summer reading activities, STEM Family Night, Ice Cream Social, PTA meetings, Grandparents month, Watch D.O.G. program, parent chaperone field trips, Science Club, Coding Club, Curriculum night, and Robotics	Hawk has great representation of parent involvement, but not as many opportunities for individuals from outside of the parental community
Community and parent representation on the CLT committee	More varied activities for students in younger grade levels.
Free and reduced lunch, counseling services, help with medical issues, snack pack for kids in need	Utilizing input provided by families to improve instruction and involvement.
High standards for all students	
Counselor conducts guidance lessons to encourage parent/community involvement, family and student relationships. Groups of various needs are also conducted	
Our school participates in the Big Brother/Big Sister program, United Way, and identified students are provided Christmas assistance	
Parents are aware of safety and security procedures	

Summary of Needs

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

Hawk has an abundance of parent involvement and input could be used strategically to support student improvement. Parent support and involvement is evident, outside non-parent community support is not equally represented. Develop additional activities/opportunities for students and parents to get involved.



School Context and Organization

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

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

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

List the actual data sources reviewed below...

School Structure: Teaming 2nd-5th, Self-contained units K-1st, 2nd-4th
Master Schedule
Team Leaders, Vertical Team Leaders, CLT Reps
Supervision structure
Communication methods

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...
Daily intervention time in every grade level, 2 interventions in 3rd/5th	Plan for struggling students often struggle in more than one content area
Workshop model that allows for small group instruction/reteach/enrichment	2 intervention times for grades 3rd-5th
Tutorials before and after school as needed	Consistent team leader meetings including paraprofessionals to insure needs are heard.
Collaborative campus	Ensure students are not pulled out during critical content areas
Open door policy of administration	Consistency school-wide about conferring with students in math, reading, and writing
Collaborative decision making	
Student focused staff	
Open door policy of staff to stakeholders	
Sharing students	

Summary of Needs

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

Ensuring that students are not pulled for intervention/tutorials during times they need for critical content area instruction. Provide intervention opportunities after core content areas are taught. Utilizing consistent conferring method to specifically set goals and address student needs.



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

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

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Surveys
Questionnaires

Interviews
Feedback Data
Classroom and School Walkthrough Data
Parent Conferences/Meetings
K-12 Insight Survey 2018-2019

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...
Students and faculty feel Hawk is a safe place	Providing leadership opportunities to more staff
Staff are trusted by administration and parents to make instructional decisions.	Teachers need to be encouraged to be involved in the community
Teachers feel supported by the administration	Identifying opportunities for professional growth and improvement.
Teachers have high expectations for academic, emotional, and social growth	Student input used to enhance culture
Students feel their teachers and parents believe they will be successful	
Teachers feel Hawk provides an atmosphere where every student is successful	
Ideas are shared and valued by 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.)...

Students need to continue to work with peers and be given the time needed to learn from each other. Staff needs to find more ways to motivate students that are struggling. Involve more teachers in committees and roles to balance leadership responsibilities and opportunities. Teachers need opportunities to form productive and close relationships at school.



Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Google Forms Survey
Feedback 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...
Staff feels that there is a support system when transitioning to a new role	An assigned mentor for staff members who are new to their position.
Staff feels that systems are in place to help with continuous improvement (meaningful PD opportunities, T-TESS goals)	Regular opportunities to touch base with mentor to discuss questions or issues

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.)...

Staff feels supported when transitioning to a new role whether that is new to the campus, grade level, content area, etc. However, it seems to be more informal and a need for a more formal mentorship may want to be considered. It could include someone in their grade level, but may be more beneficial to have a mentor that is outside of their grade level or content area, to increase the support system that a person new to a role has here at Hawk.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

ELI Assessment (including DRA and IRI)
Imagine Math
Report Card Assessments
Primary Numeracy
iStation

STAAR simulations
Imagine Math
Denton ISD benchmarks
Lucy Calkins Units of Study assessments
Entrance/Exit Tickets
Staff 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...
Collaborating and sharing students to support intervention needs	Ensuring and providing all students achieve one year of growth
Impact of Interventionists and Specialists	Math intervention for primary grades
Consistent use of assessment tools to determine conferencing, small group lessons, and whole group lessons	Interventions for enrichment groups
Collaborating with PLC and vertical PLCs	Strategic goal setting in reading, writing, and math across all grade levels.
Continuous intentional discussions to determine next steps for students	Growth in on-level guided reading levels K-2
Collaborative goal setting with students in some grade levels	

Summary of Needs

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

Based on the findings above, a strong need on our campus is knowing how to ensure and prove that all of our students achieve one year of growth. At Hawk we have a lot of interventions in place for our at-risk students, but we would love to have more staff help with providing interventions for our

enrichment groups.



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...

Bright Bytes Survey

Computer lab calendar

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...
More access to curriculum	Additional support to achieve proficiency level
Access to Chromebooks, iPads, and iPad minis	Continued professional opportunities: ie. Lunch & Learns
Students are able to research with greater ease	Wifi is inconsistent and creates frustration
Students are able to independently use and apply technology skills	Projectors for classroom instruction
Higher rate of engagement due to implementation of technology	
Students are able to demonstrate understanding and learning in a multitude of technology platforms.	

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.)...

Increased reliability of wifi so lessons can be delivered consistently when using technology. The staff needs additional time to explore applications and options that are available for student use to ensure staff proficiency. Access to printers.



Summary of Priority Needs

Demographics...

- Diversity in staff
- Additional interventions for at risk students
- Strategic/individualized attendance programs for absences and tardies.

Student Achievement...

- Continue to ensure all students achieve one year of growth
- Strategic goal setting in reading, writing, and math across all grade levels.
- Growth in on-level guided reading levels K-2

School Culture and Climate...

- Identify opportunities for teachers to become more involved in the community to strengthen partnerships.
- Encourage more teachers to participate in leadership roles to enhance professional growth
- Opportunities for students to provide feedback and input to enhance school culture.

Staff Quality, Recruitment and Retention...

- Reimplementation of mentor/mentee campus program

Curriculum, Instruction, and Assessment...

- Instructional decisions made based on small group and conferring data
- Input to district committees from staff regarding curriculum and assessment
- Teacher/campus scorecard to capture data

Family and Community Involvement...

- Varied activities for younger grade levels

- Input from parents to influence school instruction and involvement
- Parent support and involvement is evident, outside non-parent community support is not equally represented.

School Context and Organization...

- Consistency school-wide about conferring with students in math, reading, and writing
- 2 intervention times for grades 3rd-5th
- Consistent team leader meetings including paraprofessionals to insure needs are heard.

Technology...

- Digital portfolio
- The staff needs additional time to explore applications and options that are available for student use to ensure staff proficiency.
- Reliable projectors for classroom instruction

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Ashley Dalluge
Teacher	Jennifer Jones
Teacher	Laurie Henigan
Teacher	Shelby Kerner
Teacher	Cheryl Wallace
Teacher	Brittany Beck
Teacher	Amber Walsh
Campus-Based Non-teaching Professional	Gail Gardner
Campus-Based Para or Operations Staff Rep	Carolyn Taylor
District-Level Professional	Katie Payne
Parent Rep	Annie Azzarello
Parent Rep	LeAnn Hopkins
Community Rep	Skip Beard
Community Rep	
Business Rep	Tom Grems
Business Rep	

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

Date	Time	Location
September 10th	3:10	Hawk library
November 5th	3:10	Hawk library
February 4th	3:10	Hawk library
March 3rd	3:10	Hawk library
April 21st	3:10	Hawk library

McNair Elementary School

Growing Hearts and Minds



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
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 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

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

School Mission

McNair Elementary is dedicated to providing a quality education for all students and promoting a life-long learning environment to produce responsible students.

School Vision

McNair Elementary will maintain a spirit of collaboration between students, staff, parents, and community to achieve student success.

School Values

Respect - High Expectations - Enthusiasm - Teamwork - Fun

WIG 1: McNair Elementary will continue to improve instruction through implementation of workshop model, assessment literacy strategies, effective PLCs, progress monitoring through collection of data, and ensuring appropriate interventions occur based on this data. This will be evidenced by all students making the expected growth (1-year progress) in math and reading by May 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will design lessons focused on intentional learning targets, learning essentials and giving appropriate feedback.	Teachers Coach Admin	T1: \$1,500	2 3	Lesson plans Walk-throughs Student data portfolios	Data from student work Walk-through documentation	
Teachers will implement research-based strategies to support student learning such as: workshop in math, reading and writing, Lucy Calkins Units of Study and AFL strategies and utilize the correct resources to do so	Teachers Read Int Math Int Admin	T1: \$11,360	1 2 3 4 10	Lesson plans Walk-throughs TTESS	Formative assessment data ELI/Primary numeracy STAAR Student work samples Report card assessments Walk-throughs	
Teachers will work with their team and coaches to effectively analyze data in their PLCs and individual data meetings to ensure we are meeting the exact needs of each student.	Teachers Coach Read Int Math Int Admin		1 3 4 5 8	Common assessments PLC artifacts Student portfolios Intervention groups	Student data from common assessments STAAR ELI/Primary numeracy Report card assessments	
Continual staff development will be an integral part of our staff meetings, grade-level meetings and off-site training, as well.	Teachers Math Int Read Int Coach Admin	T1: \$5,000	1 2 3 4 5	Meeting agendas Meeting minutes Google docs Training of staff	Student performance data	
Daily intervention will be provided for at-risk students in 3rd, 4th and 5th grades by the math and reading interventionists. Literacy groups and reading intervention will be provided for identified at-risk students in grades K-2 by the Reading Recovery teacher.	Math Int Read Int Reading Recovery	T1: \$78,000	3 4 7 8 9 10	Meetings with interventionists Walk-throughs Observations Student data Student work	STAAR ELI IRI/DRA Common assessments	
PLCs will meet every other week to analyze student data, ensure needs of all students are met, create common assessments and plan for intervention and enrichment lessons.	Admin Coach Teachers		2 3 4 5 8 9 10	Artifacts from PLC Common assessments MTSS minutes Walk-throughs	Student data	

WIG 1: McNair Elementary will continue to improve instruction through implementation of workshop model, assessment literacy strategies, effective PLCs, progress monitoring through collection of data, and ensuring appropriate interventions occur based on this data. This will be evidenced by all students making the expected growth (1-year progress) in math and reading by May 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	Ti10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Staff will continue to grow towards greater assessment literacy.	Teachers Admin Coach	T1: \$4,000	1 4 8 10	AFL walk-through rubric Student data TTESS observations	Increase student understanding of their own performance and knowledge	
Staff will continue to grow professionally in best practices and strategies by attending professional development and training in all content areas in addition to technology and ways to integrate this.	Teachers Coach Math Int Read Int Counselor Admin	T1: \$5,000	2 3 4 5 9 10	Walk-throughs Lesson plans Student data Seesaw TTESS observations	Student work Student data from common assessments STAAR ELI Primary numeracy Report card assessments	
Special education student progress towards IEP goals and classroom goals will be closely monitored and supported to ensure achievement gains.	Teachers SPED teachers Math Int Read Int Admin		3 4 8 9 10	Student data PLC artifacts Walk-throughs Meetings with SPED staff	Student data from common assessments IEP data and progress Report card assessments STAAR ELI Primary numeracy	
Technology tools, programs, and devices will be integrated into student learning, student creations, and student applications of learning to increase engagement and achievement in all content areas.	Admin Teachers Counselor Math Int Read Int	T1: \$3,000	2 4 7 10	Lesson plans Walk-throughs Seesaw Dojo Google Docs	Student work Projects Student creations Demonstrations	
McNair will provide a variety of parent involvement activities and opportunities in conjunction with PTA.	Admin Teachers	T1: \$1,500	6	Family nights Orientations	Increased overall parental involvement	
MTSS systems, processes and procedures will continue to be strengthened to ensure that the needs of all students are addressed in an appropriate, timely and intentional manner.	MTSS team Admin Counselor Teacher Math Int Read Int		1 2 7 9 10	MTSS process MTSS meeting minutes Interventionists schedules MTSS data Student performance data	Efficient referral to interventionists Student work Assessment data	

WIG 1: McNair Elementary will continue to improve instruction through implementation of workshop model, assessment literacy strategies, effective PLCs, progress monitoring through collection of data, and ensuring appropriate interventions occur based on this data. This will be evidenced by all students making the expected growth (1-year progress) in math and reading by May 2020.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will effectively communicate with parents in a timely manner in regards to their students and what is going on in their class and the school.	Teachers		6	Social media posts Newsletters Emails	Great parental involvement in the academics and activities of their students	
The campus will continue to provide increased communication to parents in both Spanish and English so all parents are aware of their student's school experience.	Teacher Admin Counselor		6	Parent Preview Newsletters Emails	Increased parental involvement and knowledge of what is happening with their child academically.	
The campus will continue to focus on raising our overall daily attendance percentage to ensure attendance doesn't hinder learning.	Admin Teachers Office staff		1 2 10	Attendance incentives More staff and parent awareness of attendance numbers	Decreased instructional time missed Overall higher attendance percentage daily	

WIG 2: McNair Elementary will focus on the social/emotional well-being of our students by implementing restorative practices and establishing strong relationships. This will be evidenced by a drop of 10% of students being out of class due to behavior concerns.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Staff will work to form meaningful relationships with each student in their class.	Teachers Counselor Admin Para staff		7 9	Classroom visits Feedback from students	Increased overall engagement of students Increased academic success	
Staff will focus on ensuring the basic needs of students are met so maximum learning can occur.	Teachers Counselor Admin		7 9	Feedback from students and parents Surveys	Less time out of class addressing basic needs Fewer disruptions to learning	
Teachers in Kinder and 3rd grades will implement restorative practices and strategies that was learned through our cohort learning.	Kinder 3rd grade Admin Counselor	T1: \$2,000	7 9	Identified strategies in lesson plans Cohort check-ins	Increased overall success of students in all realms	

**Texas Education Agency
2019 Closing the Gaps
MCNAIR EL (061901106) - 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 (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	43%															
TELPAS Progress	15															
TELPAS Total	35															
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	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
STAAR Component Score	61	47	52	68	-	67	-	70	47	37	34	78	62	58	-	-
% at Approaches GL Standard or Above	85%	78%	78%	90%	-	87%	-	91%	76%	66%	56%	96%	86%	83%	-	-
% at Meets GL Standard or Above	60%	41%	47%	69%	-	65%	-	64%	44%	28%	30%	78%	61%	57%	-	-
% at Masters GL Standard	38%	22%	30%	45%	-	48%	-	55%	22%	18%	16%	59%	39%	35%	-	-
Total Tests	677	74	182	387	-	23	-	11	294	65	113	46	524	153	-	-
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	10	10
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
MCNAIR EL (061901106) - 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%
ELAVReading													
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%
# Participants	255	27	70	145	-	9	-	4	112	43	17	197	58
Total Tests	255	27	70	145	-	9	-	4	112	43	17	197	58
Mathematics													
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%
# Participants	255	27	70	145	-	9	-	4	112	43	17	197	58
Total Tests	255	27	70	145	-	9	-	4	112	43	17	197	58

*** 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...

Team input	ELI, KR and TELPAS data
UBD units	System Safeguards
Common assessments	Distinction Designation data
Report card assessments	Accountability Summary Report

Findings/Analysis

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

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

Strengths...	Needs...
ELI scores help to form reading groups	Training on data collection, Aware reports
Extremely overall safe environment	Continue to strengthen MTSS system
Partnerships with outside resources for curriculum enrichment	Increase differentiation strategies further
6 Distinction Designations	Strengthen 3rd-5th reading intervention
Interventions with interventionists/specialists are effective and data driven	Continue to close the gap with our SPED 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.)...

Continue to strengthen PLCs for better alignment practices within the classroom Provide greater amount of intervention in math - Title I funds Take reading intervention full-time to better meet the needs of the students - Title I funds Work closely with SPED department to ensure we're pinpointing student needs and continuing to close the gap



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Enrollment patterns and trends	PEIMS data
Attendance data	TAPR Report
Accountability Report	Special program participation

Findings/Analysis

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

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

Strengths...	Needs...
Attendance incentives in place	Our at-risk population continues to grow and warrants additional support and funding
Faculty collaboration to address the academic, social and behavioral needs of all students on campus has continued to strengthen	Our growing population of foster students and hearing-impaired students needs additional support to help the overall student
	On-going professional development in working with students and families in poverty

Summary of Needs

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

The faculty will continue to take part in on-going professional development regarding working with students in poverty to help in their academic, social and emotional well-being.
MTSS process will be reviewed and strictly adhered to in order to ensure that we are meeting all the needs of our students in a timely and effective manner.
Partner with community members and resources to meet the needs of all students on campus.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

PTA Membership	Volunteer hours
CLT Participation	Parent and family participation in events
Parent surveys	

Findings/Analysis

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

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

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Family nights	Continue to engage and support at-risk families
Parent meetings	Bilingual communication of all correspondence going home
Community partnerships	More positive male role models are needed
Extracurricular events	
Added communication in English and Spanish	
Volunteer hours	

Summary of Needs

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

Continued efforts to engage all families in the school and especially those with an economically disadvantaged background.
Continuing to expand our community partnerships to help us to better meet the overall needs of our economically disadvantaged students and families in all facets of their life.
Better timely communication with parents and more options of bilingual communication
Expanding mentoring program to provide more male role models



School Context and Organization

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

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus master schedule	FLEKS intervention schedule
PLC agendas and artifacts	Faculty meeting agendas
Team leaders meetings agendas	Intervention meeting minutes
CLT meeting agendas and minutes	Interventionists schedules

Findings/Analysis

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

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

Strengths...	Needs...
Team leaders and CLT work collaboratively to help support our campus and district initiatives and goals	Continue to strengthen MTSS to provide a strategic, easy to follow process that is streamlined across the campus
Interventionists work well together to ensure that students needing different services are given the opportunity	Review PLC structure and schedule to allow opportunities to go through student data and plan accordingly

Summary of Needs

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

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



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

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

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Staff and community surveys	Social media posts
Parent participation	PTA Membership and board feedback
Community partnerships	CLT input and feedback
Classroom and campus observations	Extracurricular involvement

Findings/Analysis

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

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

Strengths...	Needs...
Family involvement	Continued outreach and assistance for our most at-risk student population
PTA membership and activities	Broaden parent communication strategies in both English and Spanish
Overall positive campus culture	
Connections with local universities	
Parent/school opportunities for connection	
Extracurricular options for students	

Summary of Needs

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

We'll continue to broaden our parent communication strategies to ensure all parents/guardians are aware of what is happening with their student and at the school.
Ensuring that we work with all students on campus, in particular our most at-risk students and families, to help meet their overall needs.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Teacher certification data	STAAR performance reports
TTESS observation data	BOY-MOY-EOY assessment data
MTSS data	ELI and Primary Numeracy data
Service years	

Findings/Analysis

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

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

Strengths...	Needs...
All teachers are highly qualified and certified	Greater support for new teachers
Staff seeks out professional development opportunities	On-going training and support to meet the needs of our at-risk population
High staff retention rates	Identify varied manners of showing staff appreciation

Summary of Needs

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

Provide additional support and time for new teachers to work with mentors and coaches
Provide additional support and training for working with at-risk population
Look for varied ways to honor staff and all their hard work



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State assessment data	TELPAS data
Benchmarks and common assessments	Distinction Designation data
ELI and KR assessment data	Campus comparison group data

Findings/Analysis

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

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

Strengths...	Needs...
6 Distinction Designations earned - Reading, Math, Science, Closing the Performance Gap, Academic Growth and Postsecondary Readiness	Consistency in data collection
Met standard in all indices	Focused PLC times to look at data and plan assessments
Campus Coach	Vertically aligned PLCs that discuss curriculum and common assessments
Math interventionist	
Reading interventionists	
Technology available - SeeSaw portfolio	

Summary of Needs

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

We'll offer additional guidance to our staff through conversations about data collection and using appropriately to guide instruction and intervene.
Continue to strengthen our PLC schedule and time together to allow more time to discuss students, where to go from here and plan assessments
After our grade-level PLCs are established and working well, we need to vertically align with PLCs



Technology

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

Potential Data Sources

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

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Campus professional development	TIA conference attendance
Observations of technology integration	Teacher and classroom data
Social media presence	

Findings/Analysis

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

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

Strengths...	Needs...
Technology support	Financial resources to widen our selection of technology available and attend training/professional development
Seesaw, Dojo, Google Drive	On-going professional development
TIA participation	Use of Seesaw campus-wide as a student portfolio
Social media is widely used to broaden parental communication	More authentic integration of technology into lessons

Summary of Needs

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

Financial resources to help purchase additional technology and attend professional conferences and training
Encourage staff to look for more authentic ways to integrate technology to enhance the learning experience for the students



Summary of Priority Needs

Demographics...

The faculty will continue to take part in on-going professional development regarding working with students in poverty to help in their academic, social and emotional well-being.

MTSS process will be reviewed and strictly adhered to in order to ensure that we are meeting all the needs of our students in a timely and effective manner.

Partner with community members and resources to meet the needs of all students on campus.

Student Achievement...

We'll offer additional guidance to our staff through conversations about data collection and using appropriately to guide instruction and intervene.

Continue to strengthen our PLC schedule and time together to allow more time to discuss students, where to go from here and plan assessments

After our grade-level PLCs are established and working well, we need to vertically align with PLCs

School Culture and Climate...

We'll continue to broaden our parent communication strategies to ensure all parents/guardians are aware of what is happening with their student and at the school.

Ensuring that we work with all students on campus, in particular our most at-risk students and families, to help meet their overall needs.

Staff Quality, Recruitment and Retention...

Provide additional support and time for new teachers to work with mentors and coaches

Provide additional support and training for working with at-risk population

Look for varied ways to honor staff and all their hard work

Curriculum, Instruction, and Assessment...

Continue to strengthen PLCs for better alignment practices within the classroom
Provide greater amount of intervention in math - Title I funds
Take reading intervention full-time to better meet the needs of the students - Title I funds
Work closely with SPED department to ensure we're pinpointing student needs and continuing to close the gap

Family and Community Involvement...

Continued efforts to engage all families in the school and especially those with an economically disadvantaged background.

Continuing to expand our community partnerships to help us to better meet the overall needs of our economically disadvantaged students and families in all facets of their life.

Better timely communication with parents and more options of bilingual communication

Expanding mentoring program to provide more male role models

School Context and Organization...

Continue conversations about the MTSS process to ensure that all staff members are aware of the correct way to document and intervene with all students is vital.

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

Technology...

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

Encourage staff to look for more authentic ways to integrate technology to enhance the learning experience for the students

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Lauren Dobbs
Teacher	Elizabeth Hall
Teacher	Bev Wright
Teacher	Larissa Sherman
Teacher	Amy Murray
Teacher	Cindy Greer
Teacher	Annamarie Edwards
Campus-Based Nonteaching Professional	Deanne Harrup
Campus-Based Para or Operations Staff Rep	Sherry Bowers
District-Level Professional	Minecha Andry
Parent Rep	Lindsey Davidson
Parent Rep	Michelle Heidrich
Community Rep	FUMC Rep
Community Rep	
Business Rep	Sandy Metzler
Business Rep	

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

Date	Time	Location
September 25th, 2019	3:30pm	Conference Room
January 29th, 2020	3:30pm	Conference Room
April 1st, 2020	3:30pm	Conference Room
April 29th, 2020	3:30pm	Conference Room

L. A. Nelson 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 grow as successful learners and make a positive difference in the world.

School Vision

We will celebrate our safe learning community that is built on cooperation, communication, and collaboration.

School Values

N: Needs Based Instruction
E: Everyone Collaborating
L: Lead in a Positive and Respectful Manner
S: Support our Students, Staff, and School
O: Opportunity for Critical Thinking and Creativity
N: Never Give Up

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

By May 2020, all students will make 1 year's growth in their reading levels.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All School PLC meetings will be held every other week per grade level.	Administrators PLC Teams			PLC Meeting Agendas Artifacts	Increase in students' academic achievement.	November 7 February 6 April 2
All School PLC Substitutes - Teachers will be given additional time to discuss items their PLC agendas.	Administrators PLC Teams	\$5,600		PLC Meeting Agendas Artifacts	Increase in students' academic achievement.	November 7 February 6 April 2
All School Align SMART Goals with the Campus Improvement Plan WIGS	PLC Teams			SMART Goals Document	Increase in students' academic achievement.	Due Date: September 17
All School T-PSS Goal Setting	Principal			Goal Setting Documents in Eduphoria	Teacher choice in staff development options. Students growing at least 1 academic level in math and reading.	Due Date: September 13
All School T-TESS Goal Setting	Principal			Goal Setting Documents in Eduphoria	Teacher choice in staff development options. Students growing at least 1 academic level in math and reading.	Due Date: September 13
All School Implementation of UBD Units	Teachers			Lesson Plans Walkthrough Forms Observation Forms	Thorough understanding of TEKS amongst teachers Increase in students' transfer skills from one academic year to the next.	November 7 February 6 April 2
All School Assessment for Learning (professional development and implementation)	Admin. Assessment Team Teachers			PLC Agendas Faculty Meeting Agendas Artifacts from Classrooms	Implementation of learning targets, examples of strong and weak work, and feedback within each classroom.	November 7 February 6 April 2
ELAR ESL Support for at risk students	ESL Specialist			LPAC Meetings ESL Schedule	Advancements in student's TELPAS scores	November 7 February 6

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

By May 2020, all students will make 1 year's growth in their reading levels.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					Students in the "did not meet" and "approaches" categories will move up one level	April 2
ELAR Reading Intervention for K-2 students in Tier 2 and Tier 3	Reading Recovery Admins K-2 Teachers MTSS Team	SCE: \$30,000.00 FTEs: 0.5		Individual Plans MTSS Notes	Increase in reading levels and reading comprehension amongst at risk students.	November 7 February 6 April 2
ELAR Reading and math intervention for students in grades 3-5	3-5 Math/Reading Interventionist 3-5 Teachers MTSS Team Admin.	SCE: \$30,000.00 FTE 0.5		Intervention group documentation MTSS Notes	Students in the "did not meet" and "approaches" categories will move up one level	November 7 February 6 April 2
ELAR General Paraprofessional to support K-2 intervention	Kinder, 1st, and 2nd grade teachers Math/Reading Interventionist Admin.	\$25,000		Intervention group documentation MTSS Notes	Students will grow 1 year in their reading levels.	November 7 February 6 April 2
ELAR Substitute teachers to cover Curriculum team members for Curriculum PLC meetings. Curriculum PLC members will then train their grade level on concepts learned. Meeting Dates:	PLC Agendas Lesson Plans	\$2160		Curriculum PLC Meetings Agendas Grade Level PLC Meeting Agendas Artifacts from PLC Meetings	Students will grow 1 year in their reading levels.	November 7 February 6 April 2

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

By May 2020, all students will make 1 year's growth in their reading levels.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
August 30 September 27 October 25 January 10 February 7 March 20						
ELAR Implementation of Units of Study for Reading and Writing in grades K-5	K-5 Teachers Campus Coach Administrators			Walkthrough Forms Evidence of student work Units of Study Anchor Charts PLC agendas Lesson plans	Students will grow 1 year in their reading levels.	November 7 February 6 April 2
ELAR Units of Study Training - 5 staff members will attend the Units of Study training for reading or writing.	Classroom Teachers Administrators	\$1800		Walkthrough Forms Evidence of student work Units of Study Anchor Charts PLC agendas Lesson plans	Students will grow 1 year in their reading levels.	November 7 February 6 April 2
Math, Science, and Social Studies STEM Coalition Conference - Four Staff members will attend the STEM Coalition Conference. Information will be integrated with non-fiction reading in the classroom.	Classroom Teachers Administrators	\$2000		Walkthrough Forms Evidence of student work Units of Study Anchor Charts PLC agendas Lesson plans	Students will grow 1 year in their reading levels.	February 6 April 2

WIG 2: By May of 2020, the staff and students will assess, develop, and utilize their strengths to positively impact the climate and culture of Nelson Elementary.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Strengths assessment and training for staff members	Administrators Classroom Teachers Non-Classroom Teachers Paraprofessionals			Climate and Culture survey results Walkthroughs	Staff understands their strengths Artifacts	November 7 February 6 April 2
Strengths assessment and Strengths lessons for 4th grade students	4th Grade Teachers Students Counselor			Climate and Culture survey results Walkthroughs	Students understand their strengths	November 7 February 6 April 2
All Pro Dads Meetings once a month	All Pro Dads Coordinator (PTA) Administrators Students Dads			Artifacts from PTA meetings Weekly All Pro Dads meetings Artifacts in weekly parent school newsletter	Increase in scores on the Climate and Culture Survey Students understand their strengths	November 7 February 6 April 2
Watch D.O.G.S. Program - Every Friday	Administrators Top Dog (PTA) Dads Students Classroom Teachers			Watch D.O.G.S. schedules Artifacts in weekly parent school newsletter	Increase in scores on the Climate and Culture Survey Students understand their strengths	November 7 February 6 April 2
Student Celebrations: Positive Office Referrals PRIDE Awards Positive Phone Calls Home	Administrators Counselor Classroom Teachers Students			Notes to parents Positive phone calls to parents PRIDE Awards	Students understand their strengths	November 7 February 6 April 2

WIG 2: By May of 2020, the staff and students will assess, develop, and utilize their strengths to positively impact the climate and culture of Nelson Elementary.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Student Organizations: Engineering Club, Robotics, Music Makers, Honor Choir, Walking Club, Drama Kids, Student Council, Safety Squad, and OWL Club	Administrators Teachers Students			Meeting artifacts	Student attendance at the meetings School improvement initiatives Artifacts from school events	

**Texas Education Agency
2019 Closing the Gaps
NELSON EL (061901121) - DENTON ISD**

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Calculation Report

	Percent of Eligible Indicators			Weight	Score
	Total Met	Total Evaluated	Indicators Met		
Academic Achievement	18	18	100%	30.0%	30.0
Growth Status	14	14	100%	50.0%	50.0
ELP Status	1	1	100%	10.0%	10.0
Student Success Status	11	12	92%	10.0%	9.2
Closing the Gaps Score					99

Status and Data Table

	All Students										EL (Current & Monitored) +			Continuously Enrolled		Non-Continuously Enrolled		Total Met	Total Evaluated
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Continuously Enrolled	Continuously Enrolled					
Academic Achievement Status	44%	32%	37%	43%	74%	45%	56%	33%	19%	36%	29%	46%	42%	42%	42%	42%	Y	Y	
ELA/Reading Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
% at Meets GL Standard or Above	55%	49%	44%	-	64%	0%	21%	43%	45%	40%	44%	59%	46%	46%	46%	46%	Y	Y	
# at Meets GL Standard or Above	165	18	35	102	7	0	3	50	21	4	12	123	42	42	42	42	42	42	
Total Tests (Adjusted)	302	37	79	159	11	2	14	116	47	10	27	210	92	92	92	92	92	92	
Math Target	46%	31%	40%	45%	82%	50%	54%	36%	23%	44%	40%	47%	45%	45%	45%	45%	Y	Y	
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
% at Meets GL Standard or Above	58%	38%	52%	-	91%	0%	57%	47%	49%	60%	48%	60%	54%	54%	54%	54%	Y	Y	
# at Meets GL Standard or Above	176	14	41	103	10	0	8	54	23	6	13	126	50	50	50	50	50	50	
Total Tests (Adjusted)	302	37	79	159	11	2	14	116	47	10	27	210	92	92	92	92	92	92	
Total Indicators																		18	18
Growth Status	66	62	65	67	77	67	68	64	59	65	64	66	67	67	67	67	Y	Y	
ELA/Reading Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Academic Growth Score	75	75	71	77	81	-	75	70	68	92	68	78	68	68	68	68	68	68	
Growth Points	147.5	18.0	35.0	82.0	6.5	-	6.0	48.0	11.5	22.5	11.5	111.0	36.5	36.5	36.5	36.5	36.5	36.5	
Total Tests	196	24	49	107	8	-	8	69	17	33	17	142	54	54	54	54	54	54	
Math Target	71	67	69	74	86	74	73	68	68	70	68	71	70	70	70	70	Y	Y	
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Academic Growth Score	90	92	88	90	100	-	94	89	85	92	85	90	90	90	90	90	90	90	
Growth Points	177.0	22.0	43.0	96.5	8.0	-	7.5	61.5	14.5	30.5	14.5	128.5	48.5	48.5	48.5	48.5	48.5	48.5	
Total Tests	196	24	49	107	8	-	8	69	17	33	17	142	54	54	54	54	54	54	
Total Indicators																		14	14
Graduation Rate Status ***																		90%	90%
Target																		90%	90%
Target Met																		n/a	n/a

**Texas Education Agency
2019 Closing the Gaps
NELSON EL (061901121) - 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																
Target	36%															
Target Met	Y															
TELPAS Progress Rate	53%															
TELPAS Progress	23															
TELPAS Total	43															
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	Y	Y	N	Y	Y	Y	Y	Y	Y	1	1
STAAR Component Score	56	43	49	62	-	73	13	48	47	39	40	55	57	52		
% at Approaches GL Standard or Above	83%	69%	80%	88%	-	93%	40%	78%	75%	59%	61%	88%	86%	76%		
% at Meets GL Standard or Above	55%	42%	46%	63%	-	77%	0%	42%	44%	45%	43%	50%	57%	51%		
% at Masters GL Standard	29%	17%	21%	34%	-	50%	0%	25%	21%	14%	16%	27%	28%	30%		
Total Tests	808	99	208	430	-	30	5	36	306	71	127	26	561	247		
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	11	12
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
NELSON EL (061901121) - DENTON ISD**

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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%	99%	98%	100%	100%	100%
# Participants	316	40	81	165	-	14	2	14	121	48	10	212	104
Total Tests	317	40	81	166	-	14	2	14	122	49	10	213	104
Mathematics													
% Participation	100%	100%	100%	99%	-	100%	100%	100%	99%	98%	100%	100%	100%
# Participants	315	40	81	165	-	13	2	14	121	48	10	212	103
Total Tests	316	40	81	166	-	13	2	14	122	49	10	213	103

*** 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...

Primary Numeracy Assessment
Imagine Math
iStation Assessments
Artifacts from Units of Study for Reading and Writing
Report Cards
Common Assessment 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...
Primary Numeracy is a better picture of what students know. Imagine Math and iStation in upper grades have been very useful K-2 have a better picture of growth with BOY, MOY, and EOY assessments. Technology is age appropriate for K-2nd math	Grades 3-5 need assessments like K-2 to show growth; state assessment scores and benchmarks are not the best reflection to show growth as these test different skills and are not continuously cycled through. K-2 language arts/reading program ESL 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.)...

More ESL resources (i.e. books) Potential Funding Sources: Title 1 funds, PTA Grants, DPSF Grants, School Budget Access to Imagine Math lessons and reports that show student strengths and weaknesses.



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...

Teacher Input 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...
Special programs are mostly successful for students who are identified early and exit the program before they leave our campus for middle school.	Alignment of Units of Study with the report cards Alignment of report card assessments to the PE TEKS

Summary of Needs

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

Alignment of Units of Study with the report cards Alignment of report card assessments to the PE TEKS



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...

Teacher Input Parent Communication (i.e. newsletters, translation services, etc.) Artifacts from programs

Findings/Analysis

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

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

<p>Strengths...-</p> <p>Parent-teacher conferences</p> <p>Offer parenting classes and resources</p> <p>STEM Night Parent Volunteers</p> <p>Fall Festival Diversity Day</p> <p>Meet the Teacher Night and Curriculum Night</p> <p>Talent Show STUCO</p> <p>Fine Arts Night PALS</p> <p>EXPO Dinner ATC Teachers</p> <p>Watch D.O.G.S. Denton Friends of the Family</p> <p>All Pro Dads Wal Mart</p> <p>Churches</p>	<p>Needs -</p> <p>Involving more parents (the same ones consistently volunteer)</p> <p>Increase in the total amounts of parents volunteering</p>
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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.)...

<p>Involving more parents (the same ones consistently volunteer)</p> <p>Increase in the total amounts of parents volunteering</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...

Teacher roles in deciding assessments to be used How do teachers have a voice in the decision-making process

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...
Pre/post-assessments created at PLC Meet with coaches District provides outline DISD EOY survey Team Leaders CLT Open-door policy for administrators	Increased rigor Make grading across the campuses more consistent

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.)...

Increased rigor Make grading across the campuses more consistent



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...

Teacher Feedback Climate and Culture Survey Results

Findings/Analysis

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

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

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Staff willing to lead afterschool clubs (unpaid) Student Counsel allows for student's voice to be heard Diversity Program shows students are valued, cared for, and connected. Talent show sponsors and fall festival committee	Consistency from teachers using the CHAMPS system Student lessons on improving social skills

Summary of Needs

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

Consistency from teachers using the CHAMPS system Student lessons on improving social skills



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 Professional Development New Staff Support Recruiting High Quality 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...
Lions Pride (New to district or campus teacher group) Choice based professional development Vertical alignment teams Pre/Post T-TESS conferences	Monitor required training Opportunities to observe other teachers

Summary of Needs

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

Monitor required training Opportunities to observe other teachers Potential Funding Source for substitutes: School Budget, Title 1 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...

On View Dashboard STAAR 3-8 Masters grade level rate for all students Intervention 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...
<p>Math group focus is on low socioeconomic students.</p> <p>Students are receiving interventions and services early on before the learning gap widens.</p> <p>Kindergarten and 1st grade teachers are identifying and documenting student achievement early in the student academic career.</p>	<p>Support - African American students are the lowest performing ethnicity</p> <p>K-2 students not making the leaps we need them to event though they show growth <i>This is perhaps due to increased rigor.</i></p> <p>Inability to track and isolate Nelson students because they go on to a variety of middle schools.</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>Support - African American students are the lowest performing ethnicity</p> <p>K-2 students not making the leaps we need them to event though they show growth <i>This is perhaps due to increased rigor.</i></p> <p>Inability to track and isolate Nelson students because they go on to a variety of middle schools.</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...

Teacher Feedback Evidence of students work with technology

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>2 computer labs</p> <p>Chromebooks in grade 1-5</p>	<p>Stronger Wifi connection</p> <p>Increased access to technology specialist</p> <p>More Chromebooks for 1:1 student to Chromebook ratio</p> <p>Firewalls are inconsistent</p> <p>Ways to stop students from changing technology settings</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>Stronger Wifi connection</p> <p>Increased access to technology specialist</p> <p>More Chromebooks for 1:1 student to Chromebook ratio</p> <p>Potential Funding Source: Title 1 Funds, School Budget, PTA Grants</p> <p>Firewalls are inconsistent</p> <p>Ways to stop students from changing technology settings</p>



Summary of Priority Needs

Demographics...

Alignment of Units of Study with the report cards
Alignment of report card assessments to the PE TEKS

Student Achievement...

Support - African American students are the lowest performing ethnicity
K-2 students not making the leaps we need them to event though they show growth
This is perhaps due to increased rigor.
Inability to track and isolate Nelson students because they go on to a variety of middle schools.

School Culture and Climate...

Consistency from teachers using the CHAMPS system
Student lessons on improving social skills

Staff Quality, Recruitment and Retention...

Monitor required training
Opportunities to observe other teachers
Potential Funding Source for substitutes: School Budget, Title 1 Funds

Curriculum, Instruction, and Assessment...

More ESL resources (i.e. books)
Potential Funding Sources: Title 1 funds, PTA Grants, DPSF Grants, School Budget

Access to Imagine Math lessons and reports that show student strengths and weaknesses.

Family and Community Involvement...

Involving more parents (the same ones consistently volunteer)

Increase in the total amounts of parents volunteering

School Context and Organization...

Increased rigor

Make grading across the campuses more consistent

Technology...

Stronger Wifi connection

Increased access to technology specialist

More Chromebooks for 1:1 student to Chromebook ratio

Potential Funding Source: Title 1 Funds, School Budget, PTA Grants

Firewalls are inconsistent

Ways to stop students from changing technology settings

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Taheera Flores
Teacher	Amy Worledge
Teacher	Chandra Wilburn
Teacher	Morgan Mims
Teacher	Doris O'Shea
Teacher	Kayla Mills
Teacher	Denise Clyne
Teacher	Melissa Matthews
Teacher	Jaqueline Page
District-Level Professional	Robert Stewart
Parent Rep	Christina Crump
Parent Rep	Jennifer McMahan

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

Date	Time	Location
November 7, 2019	3:20 p.m.	L.A. Nelson Elementary Library
February 6, 2020	3:20 p.m.	L.A. Nelson Elementary Library
April 2, 2020	3:20 p.m.	L.A. Nelson Elementary Library