

**Denton Independent School District
Vertical Zone Wildly Important Goals (WIGS)
2019-2020**

Board of Trustees Guiding Outcomes

- 1. Our Faculty and Staff feels recognized and appreciated**
- 2. Percentage of our students reading on grade level by the end of the 3rd grade**
- 3. Percentage of DISD 9th grade students mastering Algebra I**
- 4. Percentage of DISD students engaged in extra and co-curricular activities**
- 5. Percentage of DISD graduates meeting the College and Career Readiness Standards**

Braswell Vertical Zone Wigs

Zone WIG: The Braswell zone will attain one year's growth in reading and math for 70% of our students as measured by STAAR in 2019-2020

Braswell High

WIG 1: Establish and facilitate systematic processes for faculty and staff that include professional development opportunities, collaborative data analysis, student intervention development, and research-based instructional strategies that promote the closing of achievement gaps and increased student achievement among all student groups by May 2020.

WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, programs and communication that will build collegiality among all stakeholders by June of 2020.

Davis

WIG 1: As addressed in TEA chapter 37.023 (new requirements under HB2184), our DAEP will systematically provide our students, and our Denton ISD campuses, with a transition plan that meets the individual needs of each student to ensure behavioral success upon their return to the home campus. Our goal is to decrease our recidivism rate by 20% annually.

WIG 2: To provide a safe and secure educational placement that promotes compliance to the Denton ISD Code of Conduct. DAEP placements will not exceed 2.8% of the student population per year.

WIG 3: As addressed in TEC 37.006, in our efforts to promote social emotional learning, our team will increase access to community resources for our students and their families.

Sparks

WIG 1: 90% of Sparks students enrolled at least 50% of the grading period will function at the Tier I level of the RTI Universal Screening and Monitoring System.

WIG 2: Students enrolled in the Detention Pre-Adjudication Program for ten or more days will attend class 90% of the time.

Navo Middle

WIG 1: Navo Middle School will establish a positive social, emotional, and academic culture that increases engagement of all stakeholders by May 2020.

WIG 2: Navo Middle School will meet at least 75% of the eligible indicators for growth in ELA/Reading and Math, as shown on STAAR assessment data.

Rodriguez Middle

WIG 1: By the end of 2019-20, 80% of our stakeholders will complete and rate RMS a 4-5 (meet to exceeds) in all categories on culture and climate surveys.

WIG 2: RMS will support the BHS Zone Goal and 70% of our students will show Expected or Accelerated Growth on state assessments.

Bell

WIG 1: Bell Elementary will increase student achievement by fostering a community and culture of learning where the focus is on all students making at least one year's growth.

WIG 2: Bell Elementary will increase effectiveness of campus behavioral/social-emotional learning systems.

WIG 3: Increase staff engagement (staff feel recognized) as evidenced by Campus Culture & Climate surveys.

Cross Oaks

WIG 1: WIG 1: By May 2020, 75% of Cross Oaks students will be reading at grade level expectations, and 80% of Cross Oaks students will make at least one year's growth in their reading level this school year.

WIG 2: By May 2020, 60% of Cross Oaks students will be performing at grade level expectations in their math fluency as measured by relevant components of the Primary Numeracy Assessment.

WIG 3: As evidenced by the 2019-2020 Culture and Climate Survey, at least 80% of Cross Oaks parents will agree that they receive timely and helpful feedback about student work.

Paloma Creek

WIG 1: Paloma Creek Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that 80% of students achieve a minimum of one year's growth in reading and 77% in math by June 2020.

WIG 2: Paloma Creek Elementary will continue to establish a positive social, emotional, and academic culture through events and programs that will build collegiality among all stakeholders by June 2020.

Providence

WIG 1: Providence Elementary will increase student reading comprehension, writing performance and math problem solving across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth while meeting district and state standards (as evidenced by 85% of students meeting standard on 3rd – 5th grade STAAR Math & Reading Assessments as well as 90% of all students reading on grade level as evidenced by End of Year District Reading Assessments) by June of 2020.

WIG 2: Providence Elementary will establish a positive social, emotional and academic culture and climate through events and programs that will build positive relationships and collegiality with all stakeholders (as evidenced by a minimum of 85% or higher engagement in all measured areas of staff and community engagement surveys) by June 2020.

Savannah

WIG 1: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process school wide so that 90 % of students will show a minimum of one year's growth in math by May 21, 2020.

WIG 2: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process school wide so that 95% of students will show a minimum of one year's growth in reading by May 21, 2020.

WIG 3: Savannah Elementary will engage in transparent communication that produces a 15% increase in Excellent (from 25% to 40%) and 15% increase in Good (from 36% to 51%) on the K 12 Insight parental rating by May 21, 2020.

Union Park

WIG 1: Establish a school culture and climate that celebrates staff and students as evidenced by feedback surveys, fewer office referrals, and an overall positive community.

WIG 2: Establish a system to monitor student progress and provide support by showing an increase in formatives, common and benchmark assessments

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Denton High Vertical Zone Wigs

Zone WIGS:

- **80-85% of Pre-Kindergartners (only the students going to Kindergarten next year) will improve by at least one level in the following areas: Reading (Words in a Sentence-Phonological Awareness , Letter-Sound Correspondence) and Writing (Book and Print Knowledge, Early Writing Skills). Data will be collected through CLI Engage and transferred onto district created rubrics.**
- **80-85% of Kindergartners will score on level at the end of the year according to the ELI/SELI.**
- **80-85% of 1st Grade students will score on level at the end of the year according to the ELI/SELI**
- **80-85% of 2nd Grade students will score on level at the end of the year according to the ELI/SELI**
- **80%-85% of 6th graders will be reading on grade level according to the MAP**
- **80%-85% of 7th graders will be reading on grade level according to the MAP**
- **80%-85% of 8th graders will be reading on grade level according to the SRI/ MAP**

Denton High

WIG 1: Denton High School will increase the academic success of its At-Risk population (defined as Econ. Disadvantaged in state reporting) as evidenced by a 5% increase in EOC scores in Alg. I, Eng. I, and Eng. II and a 10% reduction of academic failures.

WIG 2: Within Advanced Academics, Denton High School will increase the number of IB Diploma candidates who earn the full diploma to 60% and increase the IB exam passing rate to 72%. The percentage of AP students who pass AP exams will increase to 40%.

Calhoun

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

WIG 2: Address student's Social and Emotional Learning

McMath

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

(2019 was 78% approaches, 52% meets, and 30% masters school-wide)

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

Alexander

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

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

Borman

WIG 1: In the 2019-2020 school year, every student at Borman Elementary will attain one or more year's growth in reading.

Evers Park

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

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

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

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

Houston

WIG 1: Raise the percentage of K-2 students who are reading on grade level from 81% in May 2019 to 83% in May 2020.

WIG 2: Increase by 5% from May 2019 to May 2020 the number of students earning Meets Grade Level in 3rd grade Math and Reading, 4th grade Writing, and 5th grade Science. Increase by 5% the students earning Meets Grade Level from 3rd grade to 4th grade Math and Reading, and from 4th grade to 5th grade Math and Reading.

Newton Rayzor

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

WIG 2: School culture will improve as we engage our learning community (students, teachers, parents and other stakeholders) in our teaching and learning.

W S Ryan

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

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

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

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Guyer High Vertical Zone Wigs

Zone WIG:

***Elementary:* By May of 2020, the elementary campuses will increase the combined expected and accelerated progress rate to 76% in reading: currently 71%**

By May of 2020, the elementary campuses will increase the combined expected and accelerated progress rate to 79% in math: currently 74%

***Middle:* By May of 2020, the middle school campuses will increase the expected and accelerated progress rate to 73% in reading: currently: 63%**

By May of 2020, the middle school campuses will increase the expected and accelerated progress rate to 72% in math: currently: 67%

***High:* By May of 2020, through implementation of a system wide academic intervention, acceleration, and enrichment plan in English courses, we will increase student achievement as measured by students performing at the meets to 80% and we will increase student achievement as measured by students performing at the masters level to 30% on English 1 and 2 STAAR EOCs.**

By May of 2020, through implementation of a system wide academic intervention, acceleration, and enrichment plan in Algebra courses, we will increase student achievement as measured by students performing at the meets to 75% and we will increase student achievement as measured by students performing at the masters level to 53% on Algebra 1 STAAR EOCs.

Guyer High

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.

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.

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

Crownover

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

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

Wig #3- Improve effective and timely campus communication by 5% with students, staff, and parents as measured by campus and district engagement surveys.
Harpool

Adkins

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:

- 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: Early 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

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.

Blanton

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

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

E P Rayzor

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.

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

Hawk

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)

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.

McNair

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.

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.

Nelson

WIG 1

Each student will make at least 1 years worth of growth in reading by May 2020.

WIG 2

This will be related to the campus culture. My team leaders will meet on the 1st Thursday in September to finalize this.

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Ryan High Vertical Zone Wigs

Zone WIGS: The RYAN Zone is committed to developing literacy in every student they serve.

The RYAN Zone will:

- **Improve performance of all students at the MEETS and MASTERS level by 5% in reading annually based on cohort performance from year to year; and,**
- **Perform in the top quartile of the comparable group for reading**

Ryan High

WIG 1: Ryan High School will facilitate and increase the academic achievement and four -year completion for all students while maintaining a focus on subgroup and at-risk populations. RHS will strive to increase passing percentages in all End-of-Course assessments, exceeding the state averages.

WIG 2: Ryan High School will work to recognize and retain high quality teachers and will strive to consistently honor the accomplishments of staff and students.

WIG 3: By the end of the 2019-2020 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 15%.

ATC

WIG 1: To support students meeting college and career readiness levels, ATC staff will focus the increase of student pass rates on certifications and correlate the certification exam lexile levels as an indicator of reading readiness.

WIG 2: ATC staff members will foster a culture of social-emotional learning for all students through the development of self-awareness, interpersonal skills, and sustained positive relationships, as evidenced in ethical decision-making skills and responsible behaviors in school and community contexts.

Fred Moore

WIG 1: Fred Moore High School will implement strategies to increase its TEA campus accountability rating for the CCMR (College, Career, Military Readiness) component of Domain 1 (Student Achievement) to 75 or higher for the 2019-2020 school year.

WIG 2: (Student Engagement): Over 85% of Fred Moore High School students enrolled during the 2019-2020 school year will actively participate in extracurricular activities.

WIG 3: (Increase Teacher/ Staff Recognition) continue to recognize and show appreciation to teacher and staff through appreciation programs and everyday accomplishments.

Myers

WIG 1: By May 2020, Myers Middle School will improve performance of all students at the “meets” and “masters” level by 5% in all core areas annually based on cohort performance from year to year; and, perform in the top quartile of the comparable group for those areas.

WIG 2: By May 2020, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

Strickland

WIG 1: Improve all student learning, reduce the achievement gap between subgroups to 4% or less, and reflect a minimum of one year’s growth for every student, as measured by benchmarks, common assessments, NWEA MAP and state assessments. {This WIG addresses all missed performance targets}

Wig 2: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning and encourage participation by all members of the school community, especially students and parents, in the continuous improvement of the school culture.

Ginnings

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

- Early Literacy Inventory (K-2nd) – 80% of students ending the year On-Level, with 10% or fewer ending at At-Risk.
- Primary Numeracy Assessment (K-2nd) – 80% of students ending the year On-Level, with 10% or fewer ending at At-Risk.
- STAAR Assessments (3rd-5th) – Increase Meets and Masters Level by 5% in both Reading and Math.
- STAAR Assessments (4th-5th) – Increase the combined Expected and Accelerated Progress rate by 5% in both Reading and Math.

WIG 2: Ginnings Elementary School will establish a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2020. This will be evidenced by:

- Climate and Culture Survey – Increase parent and staff satisfaction by 5% in the areas of academic support and safety & behavior.
- Discipline Data – Reduce office referrals by 10% in all student discipline categories.

Hodge

Wig 1: Improve school culture and climate for learning and teaching as evidenced by increased attendance, fewer office referrals, and improved Culture and Climate Survey results.

Wig 2: Increase Meets Grade Level by 20% points on all STAAR Tests by improving Tier I instruction, interventions, and preventative programs.

Pecan Creek

WIG 1: By June 2020, Pecan Creek Elementary will decrease the percentage of students requiring supplemental interventions by 5% through aligning instructional and assessment practices horizontally and vertically.

WIG 2: By June 2020, Pecan Creek Elementary will establish a safe and positive social, emotional, and academic culture on campus through events and programs to encourage collegiality, creativity, compassion, innovation, and collaboration.

Rivera

WIG 1: Increase the number of students that are at the meets and masters level by 10% grades 3-5 and ensure at least one years growth grades K-2 on all state tests, common assessments, reading and math inventories by improving Tier 1 instruction, interventions and preventative programs.

WIG 2: – Improve school culture and climate by establishing a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2020.

Stephens

WIG 1: Through the implementation and monitoring of high-quality, effective and targeted instructional strategies, 80% of all students in grades K through 2 will achieve an “On-Level” rating, as evidenced by district assessments in the areas of reading level and comprehension by June 2020. In addition, 80% of all Pre-Kindergarten will achieve an “On-Level” rating in pre-reading skills, as evidenced by district assessments by June 2020.

WIG 2: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, a minimum of 50% of the students in grades 3 through 5 will achieve the “Meets Level” of the Reading STAAR in June 2020. In addition, grades 4 and 5 will have 5% growth for all students in the “Masters Level” for Reading, as evidenced by the respective grade level cohort groups between June 2019 and June 2020.

WIG 3: Through targeted behavioral and interventional strategies, as evidenced by district and state assessment reports between the dates of August 2019 and August 2020, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 5% in the areas of Math and Reading.

Wilson

WIG 1: By May 2020, student achievement in all areas will improve by 5%, while reducing the instructional achievement gaps in subpopulations by a minimum of 10% as measured by district benchmarks, common assessments, and state assessments.

WIG 2: By May 2020, we will provide a safe and secure climate for learning that will prepare students to become lifelong learners as evident by a 10% increase in positive perception through the Campus Culture & Climate Survey.