

# Fred Moore High School



Campus Improvement Plan 2016-17

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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)

# Fred Moore High School Mission, Vision, and Values

## District Mission

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

## School Mission

Fred Moore High School is dedicated to providing students with accelerated learning opportunities that promote a sense of responsibility to the individual and community. Students will be supported in a positive and relevant learning environment as they grow into college and career ready individuals who possess the academic and social skills needed to be successful citizens.

## School Vision

The vision of Fred Moore High School is to prepare today's students to succeed in tomorrow's world.

## School Values

Fred Moore High School staff believes in doing whatever it takes to meet the needs of our stakeholders. Our values are the foundation that guide us in serving our stakeholders and meeting their needs. We value:

- School Connectedness
- Diversity
- Academic Excellence
- Post Secondary Readiness
- Self-Directed Learning
- Driven Environment
- Individual Strengths/Talents
- Maximizing Communication and Action

**WIG 1: Through the implementation of best teaching practices in an online learning environment, Fred Moore High School will increase the STAAR Level II Satisfactory performance rate for all students in mathematics by 8%, and the STAAR Level II performance rate for all students in the areas of Science, Reading, and Social Studies by 4%.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Individualized academic goal setting will occur in all courses.	Teachers, Students			Goal setting forms	Student daily/weekly progress forms	
Teachers will disaggregate students' STAAR and Odysseyware data and provide targeted instructional support in areas of deficiency	Teachers			Eduphoria and OdysseyWare reports Lesson Plans Tutorial Logs	Student grades on assignments/tests, Report Cards, STAAR CSRs	August 2016 January 2017 May 2017
Direct teach instruction will occur in all STAAR tested subjects.	Counselor, Teachers			Master schedule	Student grades on assignments/tests Report cards STAAR practice test results STAAR CSRs	
Teachers will collaborate with district instructional support teachers (ISTs) to develop best teaching and learning practices	District ISTs, Teachers			Scheduled meetings	Lesson plans, T-TESS observation/conference data, Look 2 learning walk data	
Teachers will participate in campus, district, and regional professional development opportunities that enhance teaching and learning for STAAR related subjects	Principal, Teachers	State compensatory education funds		District/Regional certificates of completion/participation, Campus PD sign-in sheets	Lesson plans, T-TESS observation/conference data, T-TESS conference	August 2016 October 2016 January 2017
Teachers will regularly and consistently monitor the progress of students and provide timely feedback to students and parents when their progress is lacking	Principal, Counselor, Teachers			Parent contact logs, Student daily/weekly progress forms, Progress reports	Student progress forms, Students grades on assignments and progress reports	
Principal will provide ongoing support to teachers on how to implement best practices through instructional coaching	Principal, Teachers			Scheduled conferences	T-TESS observation/data, Student performance data, Look 2 Learning walk data,	
Small group instruction will be provided to Algebra I students	Counselor, Teachers				Student grades on assignments and progress reports	

**WIG 1: Through the implementation of best teaching practices in an online learning environment, Fred Moore High School will increase the STAAR Level II Satisfactory performance rate for all students in mathematics by 8%, and the STAAR Level II performance rate for all students in the areas of Science, Reading, and Social Studies by 4%.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Instruction will be provided by highly qualified staff	Principal	State compensatory education funds		Texas teacher certification		

**WIG 2: Fred Moore High School will utilize district and campus-based interventions to support students and parents so that overall student attendance increases to 87% by June 2017.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Set expectations for students to attend school beyond the state compensatory attendance requirements and provide incentives	Principal, Counselor, Teachers, Attendance Liaison, Parents			BOY expectations assembly presentation,	Increase in number of students taking advantage of incentives	
Consistently follow and implement district and state guidelines for documenting truancy issues	Principal, Attendance Liaison, Attendance Clerk, Teachers			Truancy & Dropout Prevention System (TDPS) data, eSchool reports	Decreased number of court filings and attendance contracts written	Weekly
Communicate with students and parents each six weeks to review attendance, credits, and set goals	Principal, Counselor, Teachers			Parent contact logs, Conferences scheduled	Attendance rate improves	October 2016 December 2016 March 2017 May 2017
Collaborate with district and community on interventions that support parents and students and	Principal, Attendance Liaison, Counselor, Teachers			eSchool reports, TDPS data	Attendance rate improves	
Provide programs and services to better meet the social and emotional needs of students or align with agencies/entities that can	Principal, Counselor, Social Worker, Teachers,			Mentoring Program, Individual and Groups sessions, referrals to outside agencies/entities, increase in number of campus clubs/organizations	Academic and attendance rates improve	







## 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...

TEA Accountability Reports	Credits earned
District Scope and Sequence	Look 2 Learning Walks
Student grades	ACT/College Board/TSI data
Online learning (OdysseyWare) data	
Eduphoria (AWARE)	
Data Dashboard	

Teacher Syllabi and lesson plans  
 Class, School, and Special Program Schedules  
 T-TESS conferences, observations, and ratings  
 STAAR reports

## 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...**

<b>Strengths...</b>	<b>Needs...</b>
<ul style="list-style-type: none"> <li>● Student mastery of content is the norm. Students do not "fail" here because of the flexibility that allows mastery before moving on in the curriculum.</li> <li>● Scores on the STAAR assessment continue to improve.</li> <li>● Students receiving special education services are very closely monitored and the cooperation between the general education teacher and the special education teacher is extraordinary.</li> <li>● Direct teach is offered in each STAAR tested subject.</li> <li>● We now have a Professional Learning Community, focusing on educational equity.</li> <li>● Teachers know they can collaborate with the Instructional Support Teacher (IST) for their subject.</li> <li>● Blended learning opportunities continue to be developed by the teachers and content coordinators.</li> <li>● Use of the online materials (textbooks) is beneficial for those students who are more engaged with the use of technology</li> </ul>	<p>Teachers continue to be isolated. They are their own content team.</p>

## Summary of Needs

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

- We continue to examine the quality of work we are giving our students. We have to ask if the work is engaging, meaning, and aligned to the TEKS.
- We need to create opportunities for our teachers to collaborate with teachers across the district, beyond the in-service days at the beginning of the school year. There may be opportunities that exist now in Workshops posted in Aware that teachers aren't pursuing or recognize as available.



## 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 Safeguard and Accountability Reports Data Dashboard eSchools Plus/ Cognos reports Teacher-Student Ratios Attendance (to include TDPS data) Courses Taken Graduation, Completion, Dropout and GED rates Special Program Participation
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## Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"><li>● We have a diverse student body and we value &amp; celebrate our diversity</li><li>● Our teacher-student ratio is lower than a traditional high school</li><li>● More and more of our students are coming to Fred Moore because they either want to graduate early or they prefer a smaller learning environment.</li><li>● Attendance is improving due to a strong focus on behalf of the entire staff</li></ul>	<ul style="list-style-type: none"><li>● Students who don't attend school as often as they should begin to increase the likelihood of dropping out. They discover they may absence fail a course or feel like they can't get their scores to the passing mark because they have missed so much school.</li><li>● Flexibility with attendance rates since we struggle with meeting the 90% compulsory attendance rate; Possibly through District of Innovation measures</li></ul>

## 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"><li>● Flexibility with attendance rates since we struggle with meeting the 90% compulsory attendance rate; Possibly through District of Innovation measures</li><li>● We need to continue to highlight the possibilities within Fred Moore High School. While we want to be able to continue to provide individualized instruction to students, we could be utilized more.</li><li>● Continue to provide the social and emotional support students need in order to see the relevance of attendance.</li><li>● A more flexible schedule that allows students the opportunity to work from home would accommodate those students who are working to help support themselves and/or their families. (possible consideration through District of Innovation measures)</li></ul>
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## Family and Community Involvement

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

### Potential Data Sources

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

## Data Sources Reviewed

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

### List the actual data sources reviewed below...

School Messenger reports
Parent/Student Interviews
Mobility
Parent/Student Conferences
Community Service Agencies and Support Services
Community Volunteers
Community and Family Participation counts

## 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...**

<b>Strengths...</b>	<b>Needs...</b>
<ul style="list-style-type: none"> <li>● Access to a Licensed Campus Social Worker</li> <li>● Teen Parent Program</li> <li>● Homebound Services</li> <li>● Collaboration between the school nurse, school counselor, and social worker</li> <li>● Strong Mentoring Program with TWU and some community members</li> </ul>	<ul style="list-style-type: none"> <li>● Better understanding within the district and community of what Fred Moore does and who we serve.</li> <li>● Once student/parent interviews occur, it becomes very difficult to maintain communication with some parents.</li> </ul>

### **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"> <li>● We continue to examine the quality of work we are giving our students. We have to ask if the work is engaging, meaning, and aligned to the TEKS.</li> <li>● We need to create opportunities for our teachers to collaborate with teachers across the district, beyond the in-service days at the beginning of the school year. There may be opportunities that exist now in Workshops posted in Aware that teachers aren't pursuing or recognize as available.</li> </ul>
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## School Context and Organization

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

### Potential Data Sources

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

## Data Sources Reviewed

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

### List the actual data sources reviewed below...

Master Schedule
Schedule for Student Support Services
Extra Curricular Sponsorship
Decision Making Processes
Leadership: Formal and Informal
Communication : Formal and Informal

## 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...**

<b>Strengths...</b>	<b>Needs...</b>
<ul style="list-style-type: none"> <li>● Continuity of programming remains strong as the staff turnover is low.</li> <li>● leadership plan.</li> <li>● Staff seeks ways to continue to differentiate for students.</li> <li>● Staff is proactive in RTI for students and documentation of RTI.</li> <li>● Communication between staff and administration is frequent and productive. Open dialogue aids in making adjustments as needed.</li> <li>● Advisory period allows for teachers and students to be deliberate in tracking progress and goal setting.</li> <li>● High expectations are in place for student achievement and behavior.</li> <li>● Teachers are recognized as the experts in their content which facilitates leadership.</li> <li>● Direct teach allows for continued improvement in academic progress while preserving the flexibility of Fred Moore HS.</li> <li>● Gaining a dedicated math teacher has provided the opportunity for individualized instruction in Algebra I, as well as Geometry and in class support for English I and English II direct teach classes</li> </ul>	<p>A dedicated social adjustment counselor for our students who are "at-risk," many of whom deal with social and emotional issues that severely impact their education.</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.)...**

- A dedicated counselor for our students who are "at-risk," many of whom deal with social and emotional issues that severely impact their education would be beneficial.
- Increased awareness within the district of the strengths of Fred Moore would allow more students the opportunity to be served.



## 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...

K12 Insight Campus Culture & Climate Survey  
Parent and Student Conferences  
Interviews with Staff Members  
Weekly Attendance  
Exit Interviews with Graduates  
T-TESS conferences and observations  
Look 2 Learning Walks

## 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"> <li>● Students feel that the culture is positive.</li> <li>● Students feel that bullying is taken seriously by all staff members. They also cite that students don't have a tolerance for bullying.</li> <li>● Staff cites an open door policy with the principal and feel supported.</li> <li>● The flexibility and pacing of instruction allows students to work at a pace that is suited to their individual needs.</li> <li>● Students, staff, and parents all cite that academic expectations of students is high.</li> <li>● Students feel that while they are held accountable for adequate progress, they are support by the staff.</li> <li>● Students and staff feel that updates to the appearance of Fred Moore are more professional and promotes a more positive image</li> </ul>	<ul style="list-style-type: none"> <li>● Students feel that the lack of choice for lunches, as compared to the comprehensive schools, communicates a value of their worth as students. Many choose not to eat lunch.</li> <li>● Students feel isolated at times because of the lack of social opportunities.</li> <li>● Students and staff recognize the need for continued improvements to the building, new flooring in the gym, the the stairs repaired, walls painted.</li> <li>● Staff feels that students need full-time access to someone trained specially to deal with their emotional and psychological issues.</li> </ul>

### 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"> <li>● Students need a variety of choices for organizations that allow for social interaction, a feeling of connection to the school, and an outlet for creativity and service.</li> <li>● Staff recognizes the continued need for building improvements.</li> </ul>
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## Staff Quality, Recruitment and Retention

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

### Potential Data Sources

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

## Data Sources Reviewed

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

### List the actual data sources reviewed below...

Teacher certification data available through SBEC
Applitrack information
Special programs such as Special Education/ESL/Bilingual
T-TESS ratings
Teacher-Student Ratios

Professional Development Data  
 Graduation, Completion, Dropout, and GED rates  
 Staff mobility  
 Course Completions  
 Staff effectiveness related to student achievement  
 Diploma Plan for students

## 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"> <li>● Every teacher is Highly Qualified</li> <li>● Low teacher turnover</li> <li>● Teachers are provided with professional learning opportunities</li> <li>● Decision making truly is site based to the extent possible with teacher and staff input respected</li> <li>● Staff feels supported and heard by the administrator</li> <li>● Campus funds are utilized in support of meeting the needs of students</li> <li>● Flexibility of scheduling promotes acceleration of credits earned</li> <li>● Teachers, staff, and parents are active members of the Campus Leadership Team</li> </ul>	<p>Advanced Placement training would allow students the opportunity to take Pre-AP and AP courses</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.)...**

Advanced Placement Summer Conferences for teachers would allow more choices for students who would like to take advanced academics



## 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  
 Student work on (Direct Teach and OdysseyWare)  
 Course Completion and Grades  
 ASVAB results  
 Diploma Types  
 Graduation and Completion Rates  
 SAT/ACT Results  
 TSI Results

## Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> <li>• More and more students who wish to graduate early from high school are meeting their goals. Last year, approximately 50% of our graduates graduated early.</li> <li>• The standard diploma type reflects college and career ready. Students, with few exceptions, are graduating either on the Recommended Plan or with an endorsement.</li> <li>• Student advisory enables closer scrutiny and support for student needs.</li> <li>• Our state assessment scores continue to improve with a focus on improving literary skills.</li> </ul>	<ul style="list-style-type: none"> <li>• We need to continue to focus on improving the writing skills for our students. Though our English I and English II did improve, students continue to struggle with responding to unfamiliar texts and analysis</li> <li>• We have now dedicated a new teaching position to math, specifically Algebra and Geometry. We may need to consider dedicating a new teaching position to English.</li> </ul>

## 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.)...**

- A timely and continued monitoring of student progress and performance is needed.
- Through our Professional Learning Community we will examine the work we assign our students to determine if the work is engaging, equitable, and relevant



## 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 Infrastructure, Networks
Professional Development/Teacher Preparation Needs in Technology
Technology Hardware and Software
Credits Earned through Online Learning Platform

Technology Policies and Procedures  
 Informal Assessment of Technology Skills for Students and Staff  
 Resource Allocations

## Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> <li>● Every student has access to either a Chromebook or Desktop on campus</li> <li>● Teachers are becoming more comfortable in using Google Docs and the Google Drive which allows for more timely feedback to students.</li> <li>● TIA continues to provide multiple learning opportunities for all staff members.</li> <li>● independent learners.</li> <li>● A strength for the campus is the technology department in Denton. When technology issues arise, which can become very frustrating since much of the learning now requires connectivity and dependable devices, technology responds promptly and can typically resolve the issues fairly quickly.</li> <li>● The staff is eager to continue to learn how to more effectively use technology.</li> </ul>	<ul style="list-style-type: none"> <li>● Our dedicated lab uses outdated computers that make it difficult for students to use Online Learning. The Chromebooks, while great, don't allow use of all the programs needed for Online Learning</li> <li>● Some students don't have access to computers at home which hinders their ability to accelerate at the rate they desire, or in some cases, need. Laptops for student checkout will benefit our economically disadvantaged students</li> <li>● Internet cards for student checkout to allow for internet access for school work.</li> </ul>

## 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 need new laptops and desktops.

- Resources to checkout to students without a computer and/or internet service would benefit our economically disadvantaged students greatly.



## Summary of Priority Needs

### Demographics...

- Flexibility with attendance rates since we struggle with meeting the 90% compulsory attendance rate; Possibly through District of Innovation measures
- We need to continue to highlight the possibilities within Fred Moore High School. While we want to be able to continue to provide individualized instruction to students, we could be utilized more.
- Continue to provide the social and emotional support students need in order to see the relevance of attendance.
- A more flexible schedule that allows students the opportunity to work from home would accommodate those students who are working to help support themselves and/or their families. (possible consideration through District of Innovation measures)

### Student Achievement...

- A timely and continued monitoring of student progress and performance is needed.
- Through our Professional Learning Community we will examine the work we assign our students to determine if the work is engaging, equitable, and relevant

### School Culture and Climate...

- Students need a variety of choices for organizations that allow for social interaction, a feeling of connection to the school, and an outlet for creativity and service.
- Staff recognizes the continued need for building improvements.

### Staff Quality, Recruitment and Retention...

Advanced Placement Summer Conferences for teachers would allow more choices for students who would like to take advanced academics

### **Curriculum, Instruction, and Assessment...**

- We continue to examine the quality of work we are giving our students. We have to ask if the work is engaging, meaning, and aligned to the TEKS.
- We need to create opportunities for our teachers to collaborate with teachers across the district, beyond the in-service days at the beginning of the school year. There may be opportunities that exist now in Workshops posted in Aware that teachers aren't pursuing or recognize as available.

### **Family and Community Involvement...**

- We continue to examine the quality of work we are giving our students. We have to ask if the work is engaging, meaning, and aligned to the TEKS.
- We need to create opportunities for our teachers to collaborate with teachers across the district, beyond the in-service days at the beginning of the school year. There may be opportunities that exist now in Workshops posted in Aware that teachers aren't pursuing or recognize as available.

### **School Context and Organization...**

- A dedicated counselor for our students who are "at-risk," many of whom deal with social and emotional issues that severely impact their education would be beneficial.
- Increased awareness within the district of the strengths of Fred Moore would allow more students the opportunity to be served.

### **Technology...**

- We need new laptops and desktops.
- Resources to checkout to students without a computer and/or internet service would benefit our economically disadvantaged students greatly.

# Fred Moore High School Campus Leadership Team

## CLT Members

Role	Name
Classroom Teacher	Ms. Cathleen Brackeen
Classroom Teacher	Ms. Julie Phillips
Classroom Teacher	Ms. Melinda Schultz
Classroom Teacher	Ms. April Siver
Classroom Teacher	Ms. Molly Swindle
Classroom Teacher	Mr. Toby Thomason
Classroom Teacher	Ms. Countressa Ware Jones
Campus-Based Nonteaching Professional	Ms. Gina Hahn
Campus-Based Para or Operations Staff Rep	Ms. Kimberly Cates
District-Level Professional	Ms. Regina Wright, Human Resources Director
Parent Rep	Ms. Stacy Bourns
Parent Rep	Dr. Anisur Khan
Parent rep	Ms. Sharetta Lee
Community Rep	
Business Rep	Ms. Patricia Lathan Harkless - Be You Ministries, Inc.
Business Rep	

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

Date	Time	Location
September 2015	4:00 PM	Fred Moore HS, Room 108
January 27, 2016	4:00 PM	Fred Moore HS, Room 108
September 30, 2016	3:00 PM	Fred Moore HS, Room 108