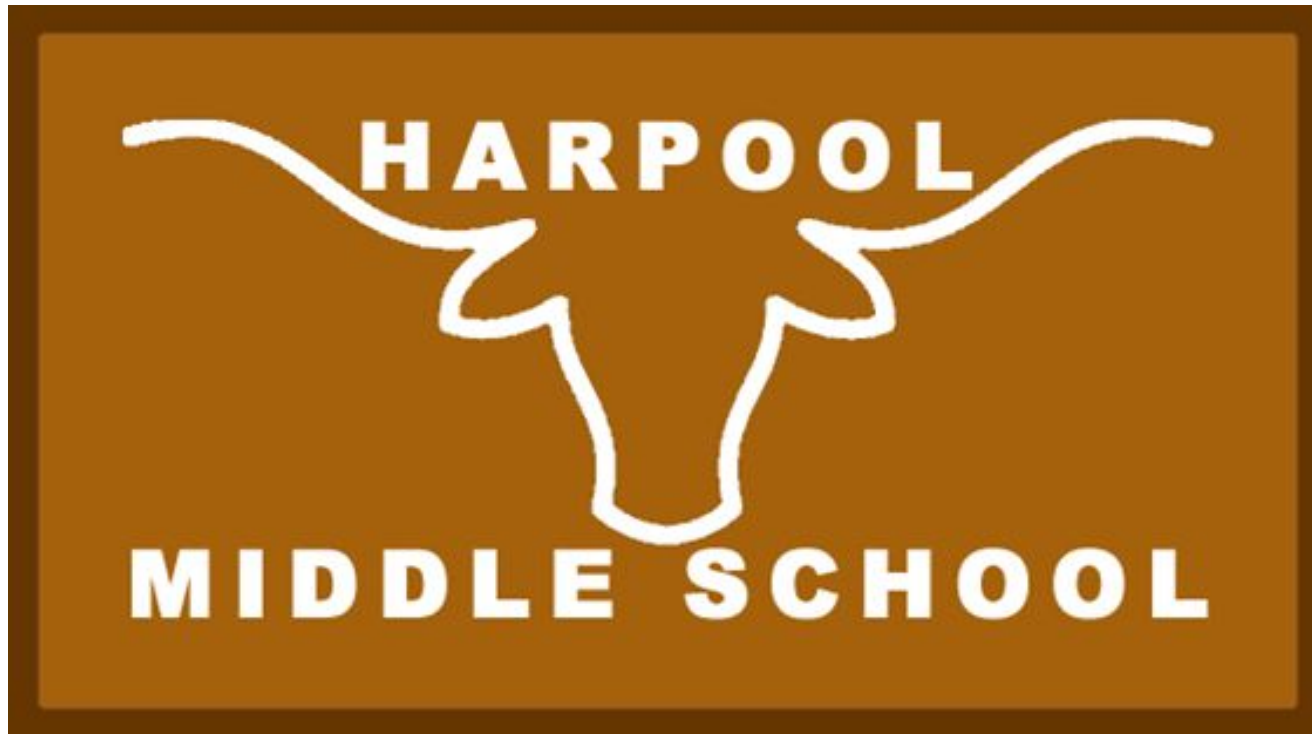


# Harpool Middle School



**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)

# Mission, Vision, and Values

## District Mission

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

## School Mission

## School Vision

## School Values

Growth Mindset  
Unquestioned Character  
You are Valued  
Excellence by example  
Resilient spirit

**WIG 1: By May 2017, 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.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Form Stand up Crew- counselor will support a core group of students that will learn how to advocate for themselves as well as other students	Counselors			Group meetings	Reduction of reports of behaviors against other students	
Principal council- form a diverse cross-section group that will report to Principal on what is going on in the building	Admin			Form a group that reports to the principal about what is going on within the school	The principal will have a better idea from the student body what is really going on in the school	
Provide diversity training to hms staff during summer PD and throughout the year	Admin			Event will be held in the auditorium at Guyer HS	We had great feedback from the event	August: Completed
Awards ceremony- teams will conduct ceremony twice a year promoting the successes of their students	Teams Admin Counselors			Semester awards ceremony- end of each semester	Students are proud of their accomplishments	
Promoting all co-curricular events- get 80% of HMS students involved	Admin Counselors			Periodic checks throughout the year	More students are involved at Harpool	
Submit parent/ student/ staff surveys every 9wks	ITS			Surveys sent out every 9 weeks	Get feedback from all stakeholders throughout the year so that we can make changes throughout the year	
Measured by Character speaker- bullying, drugs, making the best of your life, you are valued	Admin			Event will be held at Harpool the Friday before Christmas break	Positive response from students and staff	
Attend Jostens Renaissance speaker Mike Smith-ultimate goal: to have a positive influence on the culture/climate; Mike, the host of The Harbor by Jostens as well as the host of the tour this year, is one of many resources Jostens offers to help ensure success on a daily basis.	Admin			Attend the conference on Oct 25th at Frisco Lebanon Trail HS	Positive response from students and staff	

**WIG 2: Increase all scores by 5% on all state testing and achieve quartile 1 minimum score for postsecondary readiness on the 2017 Distinction Designation for postsecondary readiness**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All SPED teachers will be trained and use Compass learning in reading and math  Addresses missed system safeguard (SPED READING)	SPED teachers Smith			Implementation of compass learning in SPED classes	Students reading and math levels will increase throughout the year	Training- done
Social studies teacher will attend state social studies conference on working with Economically disadvantaged students  Addresses missed system safeguard (SOCIAL STUDIES ECON DIS)	Erika Lowery Smith			Attend conference and implement ideas in classes.	Econ Dis student's score will increase on the state social studies score	Teachers signed up for Conferences
Read 180 teacher will work throughout the year with students at least two grade levels below	Tammy Allen	SCE: \$60,000 FTEs: 1.0		Administration of begin, mid and end of the year sri	Students reading levels will increase by the end of the year	Implementing the SRI tests to students
Humanities texas- to teach constitution and review for STAAR	Smith SS teachers			Use program prior to Staar test	Improve SS STAAR scores	
Teachers closely collaborate and aware of students performance on final phase in scores as well as bubble kids on level II and III	Vasquez Teachers			Summer will post data that shows the progress of each student. Presented during team meetings.	Students assessment scores will closely correlate to their respective test for that grade level.	







## 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...

Technology, horizontal and vertical alignment, benchmarks, 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...
Curriculum, teachers, resources, C and I	Continue to find time for teachers to collaborate with each other

**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 time for teachers to collaborate and monitor student’s progress
--



## 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 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
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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...

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...**

<b>Strengths...</b>	<b>Needs...</b>
---------------------	-----------------

Volunteer hours are high Parents surveys are good	Monitor the needs of our special populations
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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.)...**

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...

<b>Strengths...</b>	<b>Needs...</b>
Structure Facility Schedule communication	Maybe improve duty

**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
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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...
All teacher 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 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
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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...
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
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## 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	Tressa Barrera, Kayla Keese
Teacher	Laura Lee, Julie Moore
Teacher	Tracey Reed, Erin Rooks
Teacher	Bryan Stone, Travis Turek
Teacher	Christi Weems
Teacher	Darlene Thweat, Annette Price, Eren Turner (Counselors)
Teacher	Summer Vasquez, Matt Willoughby, Tammy Allen (AP)
Campus-Based Nonteaching Professional	Sherry Brandt, Chavayee Johnson
Campus-Based Para or Operations Staff Rep	Tiphonie Simpson
District-Level Professional	Shanna Mikolajchak
Parent Rep	Heather Watson
Parent Rep	
Community Rep	Gene Jordan
Community Rep	
Business Rep	Aaron Goldstein
Business Rep	

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

Date	Time	Location
9-14-16/ 10-5-16	330pm	Library
11-7-16/ 12-7-16	330pm	Library
1-11-16/ 2-8-16	330pm	Library
3-8-16/ 4-5-16	330pm	Library
5-17-16	330pm	Library