2016-2017
Campus Improvement Plan
for
Navo Middle School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

Navo Middle School's Mission Statement

Navo Middle School is here to provide a diverse and safe place to help nurture, shape, motivate, prepare and educate for the success and betterment of our life-long learners.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Campus Improvement Plan
Navo Middle School

Progress Report Date:

WIG 1

By June 15, 2016, STAAR results will reflect at least a 5% increase for all student groups in each subject and grade level assessed.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
MATH: - Implement Weekly PLCs to analyze data and collaborate on instructional best practices. **Addresses missed system safeguard**	Resources: Computer labs, math professional development, state issued textbooks, departmental instructional budget, materials and supplies Persons Responsible: Math Teachers		STAAR Common Formative/Summative Assessments Progress Reports 9 Week Grade Reports	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Jan** Considerable Progress **June** Accomplished
MATH: Utilize common math summative assessments to assess student mastery of TEKS **X Addresses missed system safeguard**	Resources: campus benchmark assessments, district benchmark assessments, Eduphoria AWARE, Classworks assessments, Think Through Math assessments Persons Responsible: Math Teachers		Increased success as a result of instructional practices adjusted due to results from campus and district formative/summative assessments	Analysis of success at attaining WIG and increased student performance	**Nov** Some Progress **Feb** Considerable Progress **June** Accomplished
MATH: Develop a pacing calendar for the teaching units to chunk the planning of instruction **Addresses missed system safeguard**	Resources: District scope and sequence Persons Responsible: Math Teachers		Classworks participation logs Think Through Math participation logs	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress **June** Accomplished
MATH: Implementation of Mathematics Objective Classroom (MOC) to provide mathematics intervention to students in need **X Addresses missed system safeguard**	Resources: Eduphoria Aware, Objective based preassessments, interim assessments, summative assessments, Classworks, Think Through Math Persons Responsible: MOC teachers		Analysis of student success on summative assessments and STAAR assessment	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress

					June 🟢 Accomplished
MATH: Provide PLC time for department to meet, discuss, and plan vertical alignment within campus and to provide time for the department to analyze and build common assessments, plan common lessons, and use data to make curriculum and instructional decisions **Addresses missed system safeguard**	Access to Eduphoria AWARE		Common assessments developed Common lessons developed	Analysis of success at attaining WIG and increased student performance	**Oct** ◔ Some Progress **Feb** ◕ Considerable Progress **June** 🟢 Accomplished
MATH: Provide a technology based/hands on mandatory after school tutoring program for targeted students which addresses specific STAAR related areas showing a need for improvement as reflected in assessment data Implement Panther Push STAAR Math Focus Period Utilize Classworks software for individual and whole group instruction **X Addresses missed system safeguard**	Resources: computer labs, STAAR prep lesson, math practice software, funds for extra duty pay, additional laptop computers		Tutorial logs Increased success for targeted students in math Student/Teacher survey	Analysis of success at attaining WIG and increased student performance STAAR Results	**Oct** ◔ Some Progress **Feb** ◕ Considerable Progress **June** 🟢 Accomplished
ENGLISH LANGUAGE ARTS: Implement Denton ISD ELA 6-8 Scope and Sequence through targeted, differentiated instruction designed to meet specific TEKS, student expectations, and objectives Continue to implement Read 180 instruction with the ultimate goal of addressing gaps in at-risk students' skills through researched practices in the use of a computer program, literature, and direct instruction in reading skills **Addresses missed system safeguard**	Resources: Denton ISD Scope and Sequence, Materials and Supplies, Common Assessments, Textbooks and Supplemental Materials, Scholastic Reading Inventory, Reading Counts, and Read 180 Software, ELA Instructional Budget, Classworks software, Project READ materials, Kamico Materials, Ellis software, Istation Read 180 Teacher-SCE Persons Responsible: ELA Teachers SCE $60,000 FTE 1		Common Formative/Summative Assessments Progress Reports 9 Week Grade Reports STAAR Results	Analysis of success at attaining WIG and increased student performance	**Oct** ◔ Some Progress **Feb** ◕ Considerable Progress **June** 🟢 Accomplished
ELA: Through differentiated instruction, provide high quality instruction on the different genres of writing, maintaining a writing	Resources: Materials and supplies, ELA instructional budget, Thinking Maps, 100		Common Formative/Summativ	Analysis of success at attaining WIG and	**Oct**

journal, in peer editing of writing samples, and in all traits of the writing process. Focus on mastery of content specific academic vocabulary and utilize strategies to meet ELPS. Introduce comparisons across texts and paired selections with respect to genre, treatment, scope, and organization; Focus on drawing conclusions and inferences; Review and reinforce specific reading comprehension skills through differentiated instruction. **X Addresses missed system safeguard**	Book Challenge, Kamico Materials, state issued textbooks District academic vocabulary word lists, SIOP instructional, academic, and classroom vocabulary materials and supplies Persons Responsible: ELA Teachers		e Assessments Progress Reports 9 Week Grade Reports STAAR Results	increased student performance	Some Progress **Jan** Considerable Progress **June** Accomplished
ELA: Implement regular PLC meetings so that the department can discuss and plan vertical alignment within campus and to provide time for the department to plan common lessons and analyze common assessment data to use to make curriculum and instructional decisions. **Addresses missed system safeguard**	Resources: Substitute teachers Persons responsible: ELA Teachers		Common assessments developed Common lesson plans developed.	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress **June** Accomplished
ELA: Utilize Classworks and Istation software in ELA instruction in individual and whole group settings, Compass Learning **Addresses missed system safeguard**	Resources: Classworks software, Istation, Computer labs Persons responsible: ELA teachers		Software usage logs	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress **June** Accomplished
SOCIAL STUDIES: Implement Denton ISD Social Studies 6-8 Scope and Sequence through targeted, differentiated instruction designed to meet specific TEKS, student expectations, and objectives through incorporating and implementing exemplar lessons developed by curriculum writing teams **Addresses missed system safeguard**	Resources: Denton ISD Scope and Sequence, STAAR Released Test, TEKS/STAAR Vocabulary, 2014 STAAR Data, AWARE Demographic Data, General instructional budget Persons Responsible: Social Studies teachers		Common Summative Assessments Progress Reports 9 Week Grade Reports STAAR Results	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress **June** Accomplished

SOCIAL STUDIES	Resources / Persons Responsible		Evidence	Analysis	Timeline Progress
SOCIAL STUDIES: Teachers will create and utilize STAAR formatted tests which spiral and review emphasizing TEKS/STAAR Vocabulary **X Addresses missed system safeguard**	Resources: AWARE Data Analysis Persons Responsible: Social Studies Teachers		Common Summative Assessments Progress Reports 9 Week Grade Reports STAAR Results	Analysis of success at attaining WIG and increased student performance	**Oct** — Some Progress **Feb** — Considerable Progress **June** — Accomplished
SOCIAL STUDIES: Incorporate technological/visual media into daily lessons **Addresses missed system safeguard**	Resources: Chromebooks; Internet Persons Responsible: Social Studies Teachers		Common Summative Assessments Progress Reports 9 Week Grade Reports STAAR Results	Analysis of success at attaining WIG and increased student performance	**Oct** — Some Progress **Feb** — Considerable Progress **June** — Accomplished
SOCIAL STUDIES: STAAR and common summative assessment data will be disaggregated, distrubuted to teachers, and used to target and strengthen areas in need of improvement **X Addresses missed system safeguard**	Resources: Eduphoria AWARE, STAAR Results, Common Summative Assessments & Results Persons Responsible: Social Studies Teachers		Common Summative Assessments Progress Reports 9 Week Grade Reports STAAR Results	Analysis of success at attaining WIG and increased student performance	**Oct** — Some Progress **Feb** — Some Progress / Considerable Progress **June** — Accomplished
SOCIAL STUDIES: Students will create media which reviews key social studies TEKS/STAAR concepts **Addresses missed system safeguard**	Persons Responsible: Social Studies Teachers		Common Formative/Summative Assessments Progress Reports 9 Week Grade Reports STAAR Results	Analysis of success at attaining WIG and increased student performance	**Oct** — Some Progress **Feb** — Considerable Progress **June** — Accomplished

SOCIAL STUDIES: Provide PLC time for department to meet, discuss, and plan vertical alignment within campus and to provide time for the department to analyze and build common assessments, plan common lessons, and use data to make curriculum and instructional decisions **Addresses missed system safeguard**	Resources: Substitute Teachers Persons Responsible: Social Studies Teachers		Common assessments collaboratively developed Lesson plans collaboratively developed	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress **June** Accomplished
SCIENCE: Implement Denton ISD Science 6-8 Scope and Sequence through targeted, differentiated instruction designed to meet specific TEKS, student expectations, and objectives through incorporating and implementing exemplar lessons developed by curriculum writing teams **X Addresses missed system safeguard**	Resources: Materials and supplies, Laboratory supplies, Computer labs, Chart tablets, Denton ISD Academic Vocabulary lists, Word walls, Region IV materials; Realia, posters, pictures, illustrated science dictionaries Persons responsible: Science teachers		Common Assessments Progress Reports 9 Week Grade Reports STAAR Results	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress **June** Accomplished
SCIENCE: Teachers will utilize independent and cooperative learning to implement academic vocabulary strategies **Addresses missed system safeguard**	Resources: Denton ISD Academic Vocabulary List Persons Responsible: Science Teachers		Increase in student academic vocabulary	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress **June** Accomplished
SCIENCE: Teachers will instruct students on making inferences, using the metric measurement, recognition of hypothesis and drawing valid conclusions, and on utilization, organization, and interpretation of data through emphasizing supporting and readiness standards; Students wil maintain science journals as a means to organize lab information and thoughts. **Addresses missed system safeguard**	Resources: Materials and supplies; STAAR sample materials, Computer labs Persons responsible: Science teachers		Common Assessments Progress Reports 9 Week Grade Reports STAAR Results	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress **June** Accomplished

SCIENCE: Administer common assessments to all students **Addresses missed system safeguard**	Resources: Grade level common formative assessments Persons responsible: Science teachers		Common assessment results	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress **June** Accomplished
SCIENCE: Provide professional development opportunities for support of new state science guidelines; provide professional development for support of research based best practices in science instruction **Addresses missed system safeguard**	Resources: Funds for teachers to attend CAST science conference		Staff attendance survey	Analysis of success at attaining WIG and increased student performance	**Oct** Some Progress **Feb** Considerable Progress **June** Accomplished

Navo Middle School Campus Improvement Plan

2016-2017 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Navo Middle School conducted a comprehensive needs assessment for the 2016-2017 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Comprehensive Needs Assessment

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
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

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

List the actual data sources reviewed below.

State Assessment Data	Review of Students Enrolled in Special Education
TELPAS	Student IEPs
Common Assessments	
Master Schedule/students enrolled in advanced classes	
Promotion Rates	

See page 8 of the guide for probing questions related to Student Achievement

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 reveals 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
When examining the achievement for student populations, it is noted that our students who identify as Hispanic were comparable in STAAR scores among all students who tested.	In every STAAR assessment, the achievement gap for students who receive special education and our African American students, as compared to white students, is too great.
	The achievement of our male students, based on STAAR results highlights a gender gap.

Summary of Needs

We need to examine the needs of our LEP, SpED, and African American students more closely. There is an achievement gap for each identified group of students.

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, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

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

List the actual data sources reviewed below.

Enrollment	Attendance
Data Dashboard	Special Program Participation, such as Special Education, ESL, and 504
At-Risk by Category	Teacher-Student Ratios
Ethnicity	

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

Findings/Analysis

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Look for patterns in the data that reveals 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
Navo Middle School reflects a growing diverse student population.	We have worked really hard to maximize our teaching staff and space to accommodate the needs of students. Some classes are larger than the ideal; however, this is a temporary concern that will be alleviated with the opening of the new middle school, #8.

Summary of Needs

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Interviews

Parent Conferences, Meetings

Walkthrough Data

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

Findings/Analysis

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

Look for patterns in the data that reveals 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 members are very supportive of each other.	Continued communication with parents.
Parents want to be actively involved with their students' education.	A sense of trust needs to be promoted and nurtured among the staff and leadership.
A sense of pride is evident when talking with parents. The opening of Braswell High School has helped to create an identify for the community.	

Summary of Needs

Continued communication with parents.

A sense of trust needs to be promoted and nurtured among the staff and leadership.

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 Programs 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 Certification-SBEC

Staff Mobility/Stability

STAAR Assessment Data

Recruitment and Retention Strategies

Special Programs

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Look for patterns in the data that reveals 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
	We need more core content teachers certified in special education to address the achievement level for students receiving special education services.
Teachers are seeking out opportunities to engage in their own professional learning.	
The goal setting process allows for teachers to be reflective in their practices while administration utilizes a coaching model.	We need a more diverse teaching staff that reflects the growing diversity of our student body.
Denton ISD is a highly sought after district for employment. This district reputation attracts quality candidates to Navo MS.	
Having two universities within our community allows college students access to our schools and builds a sense of community for the institutions as well as the community members.	

Summary of Needs

We need more core content teachers certified in special education to address the achievement level for students receiving special education services.

We need a more diverse teaching staff that reflects the growing diversity of our student body.

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

District Grading Policy	Vertical Alignment
Scope and Sequence	Teaming
Master Schedule	Professional Learning Communities
Bell Schedule	
Common Assessment	

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

Look for patterns in the data that reveals 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
	We need to delve deep into the level of accountability and support for our students of special populations. This year, we need to reflect on the expectations we have for students and access our own teaching practices.
The relationship of district content coordinators with Navo is positive and strong. We value their input and they are committed to working with our teachers.	
Instructional Coaches provide our new teachers a high level of support.	There is continued need for understanding the grading policy, thus assessing students more appropriately.
First Year Teacher's Academy is a "safe place" for our new teachers to learn with and from each other and the district mentors.	
Our master schedule is designed to allow professional learning communities and teaming. This builds more cohesive vertical and horizontal teams.	

Summary of Needs

We need to delve deep into the level of accountability and support for our students of special populations. This year, we need to reflect on the expectations we have for students and access our own teaching practices.

There is continued need for understanding the grading policy, thus assessing students more appropriately.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

Community Service Agencies and Support Services

Family and Community Participation

Demographic Data

Parent Response to Outreach from Navo

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

Look for patterns in the data that reveals 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

Increased PTA membership

Collaboration with Braswell Zone schools

380 Bash attendance and sponsorship

Parent use of online gradebook

Parent use of online referral system

Outreach from counseling department to our parents

Focus on teacher communication with parents

Participation in Special Olympics

Open House Participation

Needs

Continue to build relationships with parents and community members

Continue to build a Braswell Zone Identity

Summary of Needs

Continue to build relationships with parents and community members

Continue to build a Braswell Zone Identity

School Context and Organization

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

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

Daily Bell Schedule	Leadership: Formal and Informal
Master Schedule	Supervision Structure
Duty Rosters	Program Support Services
Student Support Services	Communication: Formal and Informal
Staff Support Structure	

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

Look for patterns in the data that reveals 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**
Teachers have leadership opportunities as team leads and department chairs	Continue to build trust from administration to staff and parents
Open communication with administration	PLCs need to be more purposeful and productive
Master schedule reflects a commitment to providing daily intervention for reading and math	
Teachers actively want to be involved in the CIP, TCC	
Staff meetings are purposeful and extend beyond simple dissemination of information	

Summary of Needs

Continue to build trust from administration to staff and parents

PLCs need to be more purposeful and productive

Comprehensive Needs Assessment

Technology

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

Potential Data Sources
- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- 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 worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

Professional Development/Teacher Preparation Needs in Technology

Support Structures for Technology Implementation

Resource Allocations

Technology Policies and Procedures

Technology Hardware and Software

Technology Infrastructures

Technology Personnel

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

Look for patterns in the data that reveals 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
Social Studies department has received Chromebooks for student use, and more importantly teacher training in how to best use them for student learning.	More devices such as Chromebooks for student use
Staff actively seeks professional learning opportunities related to technology use	As laptops and desktops move to use of Windows 10, printer compatibility has become an issue that is proving to be expensive.
Use of Google Classroom allows for consistent and timely feedback	
Use of online platforms for student assessment	

Summary of Needs

More devices such as Chromebooks for student use
As laptops and desktops move to use of Windows 10, printer compatibility has become an issue that is proving to be expensive.

Comprehensive Needs Assessment Summary of Priority Needs
Navo Middle School

Demographics:

Student Achievement:

We need to examine the needs of our LEP, SpED, and African American students more closely. There is an achievement gap for each identified group of students.

School Culture and Climate:

Continued communication with parents.

Teacher Quality:

We need more core content teachers certified in special education to address the achievement level for students receiving special education services.

A sense of trust needs to be promoted and nurtured among the staff and leadership.

We need a more diverse teaching staff that reflects the growing diversity of our student body.

Curriculum, Instruction and Assessment:

We need to delve deep into the level of accountability and support for our students of special populations. This year, we need to reflect on the expectations we have for students and access our own teaching practices.

There is continued need for understanding the grading policy, thus assessing students more appropriately.

Family and Community Involvement:

Continue to build relationships with parents and community members

Continue to build a Braswell Zone Identity

School Content and Organization:

Continue to build trust from administration to staff and parents

PLCs need to be more purposeful and productive

Technology:

More devices such as Chromebooks for student use

As laptops and desktops move to use of Windows 10, printer compatibility has become an issue that is proving to be expensive.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Frank Hummel
2) Classroom Teacher	Deanna Fields
3) Classroom Teacher	Drew McMaster
4) Classroom Teacher	Shandra Sanders
5) Classroom Teacher	David Steele
6) Classroom Teacher	Gina Woodling
7) Campus-based Nonteaching Professional	Jade McClure
8) Campus-based Paraprofessional and Operations Staff	Claudia Sanchez
9) District-level Professional	Amy Lawrence
10) Parent	Tonia Dake
11) Parent	
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2016-2017			
#	**Date**	**Time**	**Location**
1	Sept	3:45	Navo Middle School
2	Oct 19	3:45	Navo Middle School
3	Nov 16	3:45	Navo Middle School
4	Dec 14	3:45	Navo Middle School
5	Jan 11	3:45	Navo Middle School
6	Feb 8	3:45	Navo Middle School
7	March TBD	3:45	Navo Middle School
8	April 12	3:45	Navo Middle School
9	May 17	3:45	Navo Middle School