

Denton High School



Campus Improvement Plan 2016-17

Denton 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)

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

Denton High School, in partnership with the faculty, the home, and community, is dedicated to the development of knowledgeable, compassionate individuals who actively and ethically contribute to the betterment of our world. By providing challenging and educational experiences that encourage cooperation, creativity and intercultural understanding, DHS aims to create lifelong learners who embrace the diversity of others.

School Vision

School Values

Dedication, Honor, Success

WIG 1: Denton High School will increase the academic success of its At-Risk population (defined as Econ. Disadvantaged or LowSES in state reporting) as evidenced by a 10% increase in EOC scores in Alg. I, Eng I, and Eng. II and an 18% reduction of academic failures.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Unit plans (based on existing MYP models) will be submitted by PLC groups or individual teachers for administrative review.	PLC's Teachers Administration (review by department)			Weekly review by Administration and evidence in TTESS Walkthroughs.	Targeted goals for Common Assessment, Performance on EOC's, reduction of failure rate.	Oct. Jan. April
Learning Targets will be posted and reviewed daily in each classroom	PLC's Teachers Administration			TTESS Walkthroughs	Student Surveys Targeted goals for Common Assessment, Performance on EOC's, reduction of failure rate.	Oct. Jan. April
Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.	PLC's Administration (by department)			Submission of agendas, goals, and performance data to administration. Administration meetings with PLCs.	Achievement of goals Performance on Common Assessment and EOC's	Oct. Jan. April
Instructional coaches will be utilized to assist new faculty members with any instructional issues/questions related to the above Leads. An IB-experienced Instructional Coach will assist faculty with any issues related to MYP unit plans.	Instructional Coaches Faculty Jennifer Phillips (IB specialist)			Pedagogically aligned Learning Targets and MYP unit plans (especially from new faculty members)	Targeted goals for Common Assessment, Performance on EOC's, reduction of failure rate.	Oct. Jan. April
Common Assessments (both local and district) will be utilized to guide curriculum review, instruction, and re-teach opportunities. PLC time will be used to analyze assessment results.	District Curriculum personnel, Faculty, Administration			Assessment calendar PLC agendas Eduphoria	Targeted goals for Common Assessment, Performance on EOC's, reduction of failure rate.	Oct. Jan. April
At-Risk students will be identified as incoming freshmen and monitored by administrators for interventions.	Rudy Alvarado (AP),			Administrative review during weekly Admin. meetings.	Decrease in academic failures. Increase in At-Risk EOC passing rates.	Jan. 2018 June 2018

WIG 1: Denton High School will increase the academic success of its At-Risk population (defined as Econ. Disadvantaged or LowSES in state reporting) as evidenced by a 10% increase in EOC scores in Alg. I, Eng I, and Eng. II and an 18% reduction of academic failures.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Administrators					
Saturday Schools will be utilized for academic support of students with truancy and/or failure issues.	Select faculty Administration	\$5000		Saturday school rosters	Reduction of Saturday school attendance through the year. Decrease in academic failures. Increase in At-Risk EOC passing rates.	Jan. 2018 May 2018
Assigned and voluntary EOC tutorial sessions will be implemented for Eng. I, Eng. II, and Alg. I	Select faculty Administration	\$5000		Attendance rosters and teacher/admin. referrals.	Increase in At-Risk EOC passing rates.	May 2018
Campus-wide focus on Instructional Time through the implementation of "Tardy Tables", hallway sweeps, and awareness of assembly/activity planning	Administration, SRO, select faculty members			Reduction of tardies and increase of attendance rate.	Cognos and eSchools reports	Monthly
Use of SCE funding to hire a teacher to work with At-Risk algebra/Geometry students.	Tina Glisson	\$60,000 1 FTE		Course in Master Schedule	Passing rate for Alg.I repeat students	N/A

WIG 2: Within Advanced Academics, Denton High School will increase the number of IB Diploma candidates that earn the full diploma to 60 % and increase the IB exam passing rate to 70%. The percentage of AP student that pass AP exams will increase to 40%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Review of IB and College Board (AP) prior year Summary reports with faculty	Principal, Associate Principal Faculty members			Meeting with individual faculty and/or PLC groups	Formation of instructional goals and objectives	Oct. 2017 Jan 2018
Learning Targets reflective of MYP unit plan goals	Faculty			Learning Targets displayed in classrooms that reflect rigor of unit plans (TTESS walkthroughs)	Increased passing rate of IB and AP exams Increased % of IB and AP students taking exams.	Jan 2018 May 2018 Summer 2018 (scores reported)
Evidence of student work at appropriate levels of rigor	Faculty Principal, Associate Principal Kim Thaggard (AP) IB Instructional Coach			TTESS Walkthroughs TTESS Pre and Post Observation Meetings PLC meetings	Increased passing rate of IB and AP exams Increased % of IB and AP students taking exams.	Oct. 2017 Jan 2018
Use of an IB Instructional Coach to assist honors faculty (especially new faculty) with MYP and DP unit design, IB assessment, and appropriate rigor of instruction and materials.	IB Instructional Coach (Jennifer Phillips)			TTESS Walkthroughs TTESS Pre and Post Observation Meetings PLC meetings	Increased passing rate of IB exams Increased % of IB students taking exams.	Jan 2018 May 2018 Summer 2018 (scores reported)
Creation of separate AP Calculus BC course	Principal Associate Principal Fred Mueller			Course created and staffed in Master Schedule	Enrollment sufficient to allow course to "make" for 2017-18 school year.	Completed (Aug 2018)
IB Head of Schools and Instructional Leadership professional development provided for Administration	Administr ation Beth Hughes Crystal	(IB funds)		HoS training - Rice University (Oct. 2017) Ongoing Instructional Training	Increased passing rate of IB exams Increased % of IB students taking exams.	Jan. 2018 May 2018

WIG 2: Within Advanced Academics, Denton High School will increase the number of IB Diploma candidates that earn the full diploma to 60 % and increase the IB exam passing rate to 70%. The percentage of AP student that pass AP exams will increase to 40%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Sullivan					

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance	All		African American		Hispanic		White		American Indian		Asian	
Reading	from 63	to 60	from 53	to 45	from 52	to 53	from 76	to 71	from 80	to 90	from 75	to 87
Mathematics	from 71	to 76	from 63	to 69	from 67	to 75	from 78	to 81	from 75	to 50	from 100	to 80
Writing	from -%	to -	from -%	to -	from -%	to -	from -%	to -	from -	to -	from -	to -
Science	from 87	to 80	from 81	to 65	from 81	to 76	from 94	to 88	from 86	to 50	from 92	to 95
Social Studies	from 89	to 90	from 91	to 85	from 81	to 85	from 95	to 95	from 75	to 100	from 100	to 93
Performance	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Current & Monitored)		ELL (Current)	
Reading	from 50	to 33	from -	to 50	from 51	to 51	from 13	to 15	from 31	to 40	from -	to -
Mathematics	from 100	to 67	from 100	to -	from 67	to 70	from 41	to 37	from 55	to 72	from -	to -
Writing	from -%	to -	from -%	to -	from -%	to -	from -%	to -	from -%	to -	from -	to -
Science	from 0	to 75	from 100	to -	from 80	to 70	from 44	to 41	from 63	to 64	from -	to -
Social Studies	from 50	to 100	from -	to 50	from 85	to 84	from 42	to 50	from 65	to 77	from -	to -
Participation	All		African American		Hispanic		White		American Indian		Asian	
Reading	from 97	to 98	from 98	to 97	from 97	to 99	from 97	to 99	from 92	to 100	from 98	to 100
Mathematics	from 97	to 99	from 97	to 98	from 96	to 99	from 97	to 99	from 100	to 100	from 93	to 100
Participation	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Current & Monitored)		ELL (Current)	
Reading	from 100	to 100	from 100	to 100	from 96	to 98	from 98	to 98	from -	to -	from 96	to 99
Mathematics	from 67	to 100	from 100	to -	from 96	to 99	from 94	to 97	from -	to -	from 94	to 99
Graduation	All		African American		Hispanic		White		American Indian		Asian	
4-year 2015	from 93.4	to 92.9	from 90.9	to 90.9	from 90.3	to 90.1	from 95.9	to 95	from 100	to 100	from 100	to 100
4-year 2014	from 94	to 93.4	from 92.1	to 90.9	from 92.9	to 90.3	from 94.3	to 95.9	from 100	to 100	from 100	to 100
5-year 2014	from 95.7	to 94.7	from 98.3	to 92.2	from 94.9	to 91.6	from 94.8	to 97.2	from 100	to 100	from 100	to 100
Graduation	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Ever HS)		ELL (Current)	
4-year 2015	from -	to 66.7	from 100	to 100	from 92.1	to 89.6	from 82.7	to 80.6	from 81.6	to 88.1	from -	to -
4-year 2014	from -	to -	from 100	to 100	from 92.6	to 92.1	from 77.4	to 92.1	from 85.3	to 81.6	from -	to -
5-year 2014	from -	to -	from 100	to 100	from 93.6	to 94.9	from 83.9	to 94.9	from 87.9	to 85.7	from -	to -



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Eduphoria
Learning Walks
Assessment Planning
Lesson Plans
Technology
End of Course Results

Professional Learning Communities (Minutes)
 MYP Unit Planners
 Denton ISD Curriculum Documents
 Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
<p>Active Instructional Coaches (Coaching) Staff with a Growth Mindset Working Knowledge of TEKS</p>	<ul style="list-style-type: none"> - Scheduled data driven PLC for each subject area with administration to lead some of the PLC meetings. Administration periodically present would support and refine the data discussion and is based on a survey taken by teachers which stated that 89 percent of teachers feel that “we have administration support,” indicating a level of trust that would likely support this form of discussion (Campus Culture & Climate Survey, 2017). - Common lesson plan format and submission procedures is a strong need at Denton High School which could strengthen the rigor seen in the classroom. Seventy-two percent of parent respondents to the Campus Culture & Climate Survey feel that students at DHS are not challenged enough by their schoolwork and a common lesson plan format and submission procedure could potentially mitigate that feeling (2017). - Displaying daily learning targets/objectives/enduring understandings/inquiry questions will

	<p>work towards the weakness that Denton High appears to have among 53 percent of parents who disagree that “teachers successfully show students how lessons relate to life outside of school (Campus Culture & Climate Survey, 2017).</p> <ul style="list-style-type: none">- DHS should continue to strengthen common assessments, ensuring they are aligned with the TEKS to ensure that the achievement gap showing approximately 20 percent lower scores for economically disadvantaged at Denton High on STAAR for Level II or better as compared to the rest of the district taking English I and English II (Texas Academic Performance Report, 2015-16 Campus Performance). Algebra 1 STAAR achievement for at Level II or better was lower than the district as well by 13 percentage points (Texas Academic Performance Report, 2015-16 Campus Performance).- Ensure curriculum is aligned with TEKS and reflect as professionals on areas of growth (weekly) which will support the previously stated need of TEKS aligned assessment. This will help ensure academic rigor so that disadvantaged students such as English Language Learners who scored only 27 and 28 percent achievement for Level II or higher in English I and English II respectively will have access to well-designed curriculum focused on the tested state standards (Texas Academic Performance Report, 2015-16 Campus Performance).
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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.)...

Denton High School will utilize, empower, and monitor Professional Learning Communities to ensure that the curriculum that is delivered addresses student needs as well as satisfies the standards and expectations of the STAAR, AP, and the International Baccalaureate. The standardization and use of unit plans (developed from existing MYP unit plans) would assist in planning and TTESS monitoring. Learning Targets should be posted in classrooms daily as part of best-practices.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
2016 Stoplight High School Data
Overview of 2016 State Accountability System
TEA Distinction Designation Summary
Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> - Average experience 11.3% above state average. - 34 % of our staff has a Master’s degrees or PhDs which puts DHS personnel 11% above the state average for advanced degrees. - We are above the state average for teachers who have 5+ years of experience. - The 2015-2016 school year data shows that our attrition rate is below the state average. - Denton High School has already endorsed, trained and utilized a team of instructional coaches with its current staff. 	<ul style="list-style-type: none"> - We need to increase the number of highly qualified minority teachers on our campus to better represent our student population. - Develop a First-Year Teacher Orientation to help new teachers understand lesson planning (MYP), school expectations and staff expectations. - Assign Instructional Coaches to First Year Teachers to mentor, observe and coach them in areas of curriculum and instruction and classroom management.

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.)...

Denton High School will focus on improving the academic success of its Low SES, African-American and Hispanic populations in English, Science, and Alg. I. We will also work closely with our feeder schools to identify in-coming At-Risk freshmen (especially those who are subject to mobility issues) and ensure supports are in place for their academic success.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey TAPR PTSA Feedback CLT Community Member Feedback

Findings/Analysis

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

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

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

<p>Strengths...- Denton High School has established and maintains a supportive PTSA which is involved in a number of campus level decisions as well as celebrations for teachers and staff.</p> <ul style="list-style-type: none"> - Our athletics, fine arts, UIL and International Baccalaureate programs have all established and maintained boosters, which continue to fundraise and support their respective organizations. - Each of these groups feels that there are open lines of communication between their organizations, as well as the individuals in their organizations, and the Denton High School administrative staff. 	<p>Needs - DHS needs improved measures to communicate with its Spanish-speaking families. While many of our letters and call-out are bilingual, we need to increase the number of meetings where we employ school and district translators to communicate information and get questions in real time from our parents.</p> <ul style="list-style-type: none"> - We need to increase administrative/faculty membership in Denton community auxiliaries, clubs and service organizations that can act as a liaison for pertinent information coming from the community as well as opportunities for our staff and students to get involved.

Summary of Needs

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

<p>Denton High School will continue to open its outreach to our Spanish-speaking families and well as those of at-risk students so that ALL students and families on our campus feel that they have clear and transparent lines of communication regarding our vision and our mission. We need to increase administrative/faculty membership and activity in the community for the support of our school and students.</p>
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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...

Administrative Staff Feedback Demographics TAPR

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"> - Currently Denton High School maintains a full teaching staff to accommodate our student numbers and course requests. - The administration is now lead by a highly-qualified principal, with over 24-years of experience in secondary education, with 5 of those in administration. - Our associate principal position was recently filled by a highly-qualified principal, who has had over 15 years’ experience in education, as both a secondary athletic director and as a sitting principal. - Denton High School has 3 highly-qualified assistant principals who fulfill a number of roles on our campus, ranging from teacher evaluations to student discipline. 	<ul style="list-style-type: none"> - Denton High School needs two Assistant Principals to fill in the remaining administrative staff positions. - We need an assistant principal whose largest focus is our Special Education, staff, students and protocol as well as our SPED compliance. - We need an assistant principal whose focus is our at-risk population. This will include building relationships, improving their academic success and providing a number of different supports to increase their student achievement.

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.)...

Denton High school has a great administrative foundation which it will build upon in the 2017-2018 school year with the addition of administrators that will focus on our Special Education program and the increased success of our at-risk population.



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...

Campus Culture and Climate Survey TAPR PTSA Feedback CLT Community Member Feedback 2015-2016 Senior 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...
<p>70% of both employees and parents feel that the school-based administrators (principals and assistant principals) are available when they have a concern.</p> <p>77.4% of the Class of 2016 felt that the staff worked hard to provide a safe and drug free environment.</p> <p>65.8% of students felt that school rules were fairly and consistently enforced.</p> <p>60% of both employees and parents feel that all students are aware of the safety and security procedures.</p> <p>65% of the Class of 2016 felt that administrators addressed their needs on a timely basis.</p> <p>77% of employees and 75% of parents feel that the school is physically safe.</p> <p>78% of the Class of 2016 felt that the staff worked hard to prevent harassment and bullying on campus.</p> <p>92% of the Class of 2016 felt they had at least one adult on campus they felt comfortable talking to.</p>	<p>Parents feel there is a significant need for students to treat each other with respect.</p> <p>Parents feel there needs to be more awareness of safety and security procedures.</p> <p>Employees feel students need to treat each other with more respect.</p> <p>Employees feel that discipline is not enforced fairly.</p> <p>Employees feel that all students need to be more aware of safety and security procedures.</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.)...

Communication of safety and security procedures and expectations should be a goal for the 2017-18 school year. Suggestions include a Faculty Handbook, a “tardy-table” system, increased parent communication through electronic media, increased communication with students regarding expectations and security procedures.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary 2016 Stoplight High School Data Overview of 2016 State Accountability Safeguards TEA Distinction Designation Summary Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">- Average faculty experience is 11.3% above state average- 34% of faculty has a Master’s Degree or higher (12% above state average).- Above state average for teachers who have 5+ years of experience.- Instructional coaches have conference periods/blocks dedicated to working with faculty.	<ul style="list-style-type: none">- We need to increase the number of highly qualified minority teachers on our campus to better represent our student population.- Develop a First Year Teacher Orientation to help new teachers understand lesson planning (MYP), school expectations, and staff expectations.- Assign Instructional Coaches to First Year Teachers to mentor, observe, and coach in areas of C&I and classroom management.

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.)...

Denton High School will utilize instructional coaches as a supportive measure for new and seasoned staff members to improve the quality of our instruction, increase student achievement, and create an environment that will attract and maintain highly qualified 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...

TEA Accountability Summary 2016 Stoplight High School Data Overview of 2016 State Accountability System TEA Distinction Designation Summary
--

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"> - IB Diploma Programme Scores - IB Diploma Programme Retention Rates - IB Diploma Programme College Acceptance Rate (100%) - TEA Distinction for Social Studies (2016-2017) - TEA Distinction for Student Progress (2017-2018) - Met TEA Standards on: <ul style="list-style-type: none"> Student Achievement: Closing Gaps Student Progress: Post-Secondary Readiness 	<ul style="list-style-type: none"> - Increase scores in both Mathematics and in English. - Increase the number of low SES students that pursue/enter Advanced Academics - Designate a more precise form of multi-tiered intervention to support low performing students - Designate an Administrator and Counselor to oversee multi-tiered intervention - Create STAAR tutorials outside of the school day to provide extra support for students who are not performing to potential on English and Math STAAR <p>Early intervention with incoming 8th graders through vertical planning and data</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.)...

Denton High School will work to intervene earlier in a student's career to maximize their academic success and will encourage that they pursue advanced academics where applicable. IB and AP exam passing rates (and % tested) need to increase as well as the number of students completing Dual Credit courses. At-Risk student completion of English I and Algebra I needs to be addressed.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey

Findings/Analysis

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

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

Strengths...	Needs...
<p>53% of teachers get devices for their students when needed more than half the time. This is a 5% increase from last year.</p> <ul style="list-style-type: none"> - Increased # of Chromebooks on campus this year (140) available to teachers NOT on district chromebook initiative. - All Social Studies classrooms have 2:1 Chromebook access - Each Social Studies and Science teacher has a teacher Chromebook <p>58% of teachers report a typical student to computer ratio of 2:1 or 1:1</p> <p>67% of teachers feel confident in their foundational technology skills.</p> <p>80% of teachers feel using technology enhances learning and their daily life.</p> <p>72% of teachers feel they can learn new technology/skills easily</p> <p>71% of teachers receive instructional tech planning within a week of their request.</p>	<p>Increase online collaboration between teacher-to-teacher, teacher-to-student, and student-to-student. Only 26% of students report finding it easy to perform these tasks.</p> <p>Increase digital citizenship skills. Only 13% of students report being taught these skills at least monthly. 34% of teachers report being “highly knowledgeable” of these skills.</p> <p>Reward and recognize teachers who successfully integrate technology in learning.</p> <p>Teachers want more training on the use of multimedia skills (recording/editing).</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.)...

Denton High School has the infrastructure and access available to technology for teachers and students to increase 21st century learning skills. Teachers need more support in learning how to use these tools with their content areas. Tech-infused professional development that models the use of technology for teaching and learning is a quick way to show teachers how and when technology can enhance learning. When campus administration uses technology to enhance teacher learning and communication, teachers will use it with their students more frequently. Highlighting and celebrating

teachers as active and engaged in digital learning will support and promote the use of technology in the classroom.



Summary of Priority Needs

Demographics...

Denton High School will focus on improving the academic success of its Low SES, African-American and Hispanic populations in English, Science, and Alg. I. We will also work closely with our feeder schools to identify in-coming At-Risk freshmen (especially those who are subject to mobility issues) and ensure supports are in place for their academic success.

Student Achievement...

Denton High School will work to intervene earlier in a student's career to maximize their academic success and will encourage that they pursue advanced academics where applicable. IB and AP exam passing rates (and % tested) need to increase as well as the number of students completing Dual Credit courses. At-Risk student completion of English I and Algebra I needs to be addressed.

School Culture and Climate...

Communication of safety and security procedures and expectations should be a goal for the 2017-18 school year. Suggestions include a Faculty Handbook, a "tardy-table" system, increased parent communication through electronic media, increased communication with students regarding expectations and security procedures.

Staff Quality, Recruitment and Retention...

Denton High School will utilize instructional coaches as a supportive measure for new and seasoned staff members to improve the quality of our instruction, increase student achievement, and create an environment that will attract and maintain highly qualified staff.

Curriculum, Instruction, and Assessment...

Denton High School will utilize, empower, and monitor Professional Learning Communities to ensure that the curriculum that is delivered addresses student needs as well as satisfies the standards and expectations of the STAAR, AP, and the International Baccalaureate. The standardization and use of

unit plans (developed from existing MYP unit plans) would assist in planning and TTESS monitoring. Learning Targets should be posted in classrooms daily as part of best-practices.

Family and Community Involvement...

Denton High School will continue to open its outreach to our Spanish-speaking families and well as those of at-risk students so that ALL students and families on our campus feel that they have clear and transparent lines of communication regarding our vision and our mission. We need to increase administrative/faculty membership and activity in the community for the support of our school and students.

School Context and Organization...

Denton High school has a great administrative foundation which it will build upon in the 2017-2018 school year with the addition of administrators that will focus on our Special Education program and the increased success of our at-risk population.

Technology...

Denton High School has the infrastructure and access available to technology for teachers and students to increase 21st century learning skills. Teachers need more support in learning how to use these tools with their content areas. Tech-infused professional development that models the use of technology for teaching and learning is a quick way to show teachers how and when technology can enhance learning. When campus administration uses technology to enhance teacher learning and communication, teachers will use it with their students more frequently. Highlighting and celebrating teachers as active and engaged in digital learning will support and promote the use of technology in the classroom.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	John Curtis
Teacher	Brian Wilson
Teacher	Brandon Melson
Teacher	Karen Crockett
Teacher	Carrion Collier
Teacher	Carl Herrmann
Teacher	Crystal Sullivan
Campus-Based Nonteaching Professional	Kim Thaggard
Campus-Based Para or Operations Staff Rep	Jennifer Fowler
District-Level Professional	Darrell Muncy
Parent Rep	Laura Boring
Parent Rep	Ellen Sawko
Community Rep	Richard Culp
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
Sept. 11, 2017	4:15 p.m.	Room 106
Oct. 2, 2017	4:15 p.m.	Room 106
Nov. 6, 2017	4:15 p.m.	Room 106
Dec. 4, 2017	4:15 p.m.	Room 106
Jan. 8, 2018	4:15 p.m.	Room 106
Feb. 5, 2018	4:15 p.m.	Room 106

Mar. 5, 2018	4:15 p.m.	Room 106
Apr. 2, 2018	4:15 p.m.	Room 106
May 7, 2018	4:15 p.m.	Room 106

Davis School



Campus Improvement Plan 2017-2018

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

To provide a structured social and academic climate in which students choose how they will respond to our world.

School Vision

The Davis Faculty and Staff are committed to providing a temporary student placement for behavior management with the goal for students to return to, and succeed in, their regularly assigned classrooms and schools, both behaviorally and academically..

School Values

Have Respect for All Stakeholders
Assume Goodwill and Work as a Team
Be Learner-Centered
The Golden Rule
Be Reflective

WIG 1: As addressed in TEA Chapter 37:008, provide a DAEP that addresses supervision, self discipline and counseling so that recidivism remains below 20%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement and monitor Restorative Practices (RP) campus wide Attendance awareness Dropout prevention Violence prevention Student support Addresses missed system safeguard	Admin Counselor Teachers Paras	Campus Funds		RP implemented in Advisory / Academic Support classes Counseling Lesson Plans Admin walkthroughs Student Exit Surveys	Review of discipline reports, attendance, grades, repeat placements	Initial Stages (to begin in October 2017)
Bonus days for positive behaviors Dropout prevention Attendance recognition Addresses missed system safeguard	Counselor Admin Teachers	Campus funds		Student monitoring board Student exit Surveys Students leave on time	Students returning to home campus sooner than designated time	Ongoing
Communication with parents - student orientation. Parental involvement Attendance awareness Dropout prevention Violence prevention Student support Addresses missed system safeguard	Counselor Admin Teachers	Campus funds		Required weekly orientation for new students and their parents	Number of conferences Communication of expectations for parents and students	Weekly
Daily success sheet tabulation for monitoring student behavior Intervention methods tied to point loss Dropout prevention Violence prevention Student support Addresses missed system safeguard	Counselor Admin Teachers Paraprofessionals	Campus funds		Documented monthly review on spreadsheet	Consistency of staff monitoring student behavior	Monthly

WIG 1: As addressed in TEA Chapter 37:008, provide a DAEP that addresses supervision, self discipline and counseling so that recidivism remains below 20%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Why Try Counseling</p> <p>Violence, attendance, health, resources.</p> <p>Addresses missed system safeguard</p>	Counselor Admin Teachers	AK - provide supplemental supplies and materials		Weekly review of lessons Counselor evaluation	Review of discipline and the number of repeat placements	Implementation stage Ongoing
<p>Professional development State & National.</p> <p>Dropout prevention Violence prevention Student support</p> <p>Addresses missed system safeguard</p>	Counselor Admin Teachers	AK - Attend supplemental professional development opportunities such as the TAAE conf.		Staff sign in sheets Certificate of participation TTESS Domain 4	Review of discipline and the number of repeat placements	Ongoing
<p>Weekly visits from Home Campus to visit DAEP students to keep student connected.</p> <p>High educationally disadvantaged, assist to reconnect to home campus, Dropout prevention Violence prevention</p> <p>Addresses missed system safeguard</p>	Admin Student Assistance Counselor	Campus funds		Visitor sign in logs Student exit surveys	Review of discipline and the number of repeat placements	Ongoing
<p>Counselor development</p> <p>Addresses missed system safeguard</p>	Admin Counselor	AK - provide supplemental supplies and materials. Attend supplemental professional development opportunities		Programs developed Counselor evaluation	Review of discipline and the number of repeat placements	Ongoing

WIG 1: As addressed in TEA Chapter 37:008, provide a DAEP that addresses supervision, self discipline and counseling so that recidivism remains below 20%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
FMHS considered for DAEP students Addresses missed system safeguard	Dunworth Rabsatt Counselor	Campus funds		# of applications taken Counselor recommendations	# of students enrolled	Ongoing
Provide instruction by highly qualified staff Addresses missed system safeguard	Teachers	SCE funding for all Davis Teachers FTE: 11		Teacher of Record for Davis Students and report cards TTESS	Credits obtained	Aug-May

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Weekly review of student progress by Davis Staff and Home Campus Addresses missed system safeguard	Counselor Admin Teacher Parent Home Campus Counselor Admin Teachers	Campus funds		Sign in sheets. Weekly review of student monitoring board	Review of discipline, attendance, and the number of repeat placement	Ongoing
Professional development, discipline, attendance, at risk behaviors. Addresses missed system safeguard	Counselor Admin Teachers	AK - provide supplemental supplies and materials. Attend supplemental professional development opportunities		Staff attends Counselor evaluation TTESS domain 4	Review of discipline, attendance, and the number of repeat placement	Ongoing
District wide admin training regarding DAEP. Addresses missed system safeguard	Admin.	Campus funds		All campus based admin attend summer training. Admin attend at least one orientation parent/student orientation (offered 2x /week).	Consistent procedures for assigning students and continual progress monitoring of students during and after DAEP Placements	Ongoing
Coordinated health program, physical fitness, screening, and daily personal attention to their emotional and affective presence. Addresses missed system safeguard	Counselor Admin Teachers Nurse	Campus funds		Health issues on campus.	Student attendance, appearance, hygiene, and physical activity	Ongoing
Administrative communication with Home Campus to support student transition back to home campus Addresses missed system safeguard	Dunworth	Campus funds		Student Exit interview surveys emailed to CBC and Student Assistance Counselor	# of repeated placements and increased support when student returns back to Home Campus	Ongoing

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

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reward student improvement (bonus days) Addresses missed system safeguard	Admin Teachers	Campus Funds		Student Success Sheets and student monitoring board	Review of discipline, attendance, and the number of repeat placement	Ongoing
Social Skills Addresses missed system safeguard	Admin Teachers Counselor	Campus Funds AK - provide supplemental supplies and materials		Built in Academic Support in the master Schedule	Review of discipline, attendance, and the number of repeat placement	Ongoing
K-8th RR grade teachers Addresses missed system safeguard	Central Office Admin	SCE funding for all Davis Teachers FTE: 5		HR Staffing TTESS	Review of grades, discipline, attendance, and the number of repeat placement	Aug-May
9th -12th teachers Addresses missed system safeguard	Central Office Admin	SCE funding for all Davis Teachers FTE: 6		HR Staffing TTESS	Review of grades, discipline, attendance, and the number of repeat placement	Aug-May
Inclusion, Administration, Counseling & Office Addresses missed system safeguard	Central Office Admin	SCE funding for all Davis Teachers FTE: 11		HR Staffing TTESS	Review of grades, discipline, attendance, and the number of repeat placement	July-June
Staff development, local and National Addresses missed system safeguard	Counselor Admin Teachers	AK - Attend supplemental professional development opportunities such as the TAAE conf.		Staff attends Counselor evaluation TTESS domain 4	Review of grades, discipline, attendance, and the number of repeat placement	Ongoing

WIG 3: As addressed in TEC 37.006, provide, English language arts, mathematics, science, history. In addition to these four classes, students receive instruction in social skills, character education, electives (provided by home campus), and P.E.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Technical support, Study Island. Addresses missed system safeguard	Admin Teachers	AK - \$1,000		Number of Students utilizing Study Island	Review of grades, discipline, attendance, and the number of repeat placement	Ongoing
Credit recovery at DAEP, when current course work is up to date student may work toward recovering any lost credit. Drop out prevention. Addresses missed system safeguard	Admin Teachers Counselor	Campus Funds		Number of courses attempted	Number of credits recovered toward graduation	Ongoing
Elective support at DAEP. Courses sent by home campus and returned to home campus. Addresses missed system safeguard	Admin Teachers Home campus elective teachers	Campus Funds		Number of courses sent	Number of courses sent	Ongoing
L2L, Students will be able to articulate the lesson objective in their own words showing understanding of the content at a 95% rate Addresses missed system safeguard	Admin Teachers	Campus Funds		L2L walks and observations	Students will know their learning targets	Ongoing
Professional development local or national. Addresses missed system safeguard	Admin Teachers	AK - Attend supplemental professional development opportunities		Staff attends	Review of grades, discipline, attendance, and the number of repeat placement	Ongoing
Classroom teachers to support core courses. Inclusion instruction. Addresses missed system safeguard	Admin Teachers	SCE funding for all Davis Teachers		HR Staffing	Review of grades, discipline, attendance, and the number of repeat placement	Aug-May



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...

In connection with the C&I department and curriculum coordinators, the Davis School staff works to insure the scope and sequence of the curriculum are being followed for each student who comes to our campus. Other sources reviewed include, but not limited to:

- Collaborative Horizontal and Vertical Team Alignment Processes with home campuses and the other 2 alternative school (FMHS and Sparks)
- Class, School, and Special Program Schedules

Findings/Analysis

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

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

Strengths...	Needs...
Small Class Sizes	Use of hands on activities
Connection with District IST	Opportunity for vertical and horizontal collaboration across the core teachers.
Higher number of Instructional aides to student ratio than traditional campuses	More technology to integrate lessons
Understanding that social and emotional needs are necessary for academic success	Use of PLC for academics. Currently being used for discipline reduction measures.
Ability to tailor lessons for needs of the students	

Summary of Needs

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

Funds to allow for more educational leave so that our singletons can observe or collaborate with colleagues from other campuses.



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...

The Davis staff reviewed PEIMS records for Special populations, SES status, ethnic groups, attendance records, drop-out records, academic enrollment (SPED - AP) and discipline records.

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 student:teacher ratio	Reduce the number of dropouts
Low student:aide ratio	Increase attendance
Bilingual personnel	Reduce suspension
Credit Recovery opportunities	Decrease the Hispanic and AA enrollment
	Increase SPED certified staff
	Staff to instruct AP Students

Summary of Needs

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

There is a need to boost curriculum and social services to reduce dropout and increase attendance. Special Ed funding to provide special education instruction to our increasing SPED numbers.



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...

The Davis staff reviewed Parent involvement opportunities, demographic data, mobility, and community service support

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...
Weekly Parent/ student attendance at the required Davis orientation for new students.	No Davis specific PTA
Partnerships with Serve Denton, the United Way, Texas Resources, Family Tree, and other local counseling supports.	While out of our control...Davis has a high turnover of students from home campus to Davis and back to home campus (usually 30 days)...there fore Davis has very little family involvement.
Daily communication with parents via Student Success Sheets	
District PTA is involved with Staff Appreciation efforts	
Increased communication regarding student absences	

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.)...

Targeted intervention for misbehavior (ie. drugs, alcohol, attendance, anger, etc.)



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 or Make-Up, e.g., Teaming, Looping, Etc.
Decision-Making Processes
Master Schedule
Duty Rosters
Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
School Map & Physical Environment

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...
Weekly staff meetings	High instructional paraprofessional turnover
Built in conference periods for staff	Tighter use of the advisory period
Built in advisory time for implementation of behavior curriculum	
Small campus allows for all-in approach	
Low teacher turnover	
Low Teacher:Student ratio	

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.)...

Instructional aides have typically moved into to teaching roles...which then causes vacancies in the adie position. Not really a need, but wanted to note that there is a need to hire paraprofessionals each year to adequately train them for such an important role that they serve.



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...

Stay interviews with each staff member
Formal and informal conversations
Weekly staff meetings with Hot Topics being discussed by all
School based walk thrus and observation
Parent meetings
Exit interviews with 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...
Family like atmosphere	Transition supports from Davis to Home campuses
Student centered	Restorative Practice training (coming in Oct 2017)
Transition from punitive mindset to restorative mindset	Funding for staff appreciation (no PTA)
Dedicated staff that have a heart for our students that make bad choices	Staff have multiple preps...sometimes in the same period
Every student has the right to extraordinary education, regardless of location	Need to be a strengths based campus (training coming this school year)

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.)...

There is a need to increase community involvement for teacher appreciation



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...

The Davis staff reviewed:
Staff certification
Staff mobility
Special programs
PD opportunities
Teacher:staff ratios

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...
Teacher retention	Para retention
Class sizes (max by law is 1 teacher to 15 students)	Teachers certified in ESI and/or SPED
All teachers HQ	Elective work provided by home campus
Some of instructional paras working toward teaching degree	Dedicated Social Emotional Counselor is needed

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.)...

Funds to allow for a dedicated Social Emotional Counselor is needed



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...

The Davis staff reviewed:
Peims data
STAAR and TELPAS scores
Enrollment in all levels (SPED - AP)
Promotion/retention, dropout, attendance
Class data (grades and student success sheets)
Report Cards

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...
Student grades typically rise when students are here at Davis	Too many drop-outs and repeat placements
Students can meet graduation requirements here	High absence rates has negative effects on student achievement.
Students can catch up on credits (OW)	Teachers need horizontal and vertical planning with others.
Addition of attendance clerk this year	

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.)...

Teachers need horizontal and vertical planning with others from other campuses.



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...

The Davis staff reviewed:

Technology Infrastructure, Networks, Etc.

Technology Hardware and Software

Classroom Technology Needs by Area, Class, Department, Etc.

Professional Development/Teacher Preparation Needs in Technology

Leadership and Administrative Support Structures for Technology Implementation

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...
Technology has been more of a focus with new admin	More laptops are needed
Chromebook rollout (still need ELA and math)	Chromebook training
	Financial resources
	Outdated technology present
	Need for interactive tech (we limit hands on activities due to the nature of the program)

Summary of Needs

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

Additional funding for equipment and training of staff and implementation of software and hardware.



Summary of Priority Needs

Demographics...

There is a need to boost curriculum and social services to reduce dropout and increase attendance. Special Ed funding to provide special education instruction to our increasing SPED numbers.

Student Achievement...

Teachers need horizontal and vertical planning with others from other campuses.

School Culture and Climate...

There is a need to increase community involvement for teacher appreciation

Staff Quality, Recruitment and Retention...

Funds to allow for a dedicated Social Emotional Counselor is needed

Curriculum, Instruction, and Assessment...

Funds to allow for more educational leave so that our singletons can observe or collaborate with colleagues from other campuses.

Family and Community Involvement...

Targeted intervention for misbehavior (ie. drugs, alcohol, attendance, anger, etc.)

School Context and Organization...

Instructional aides have typically moved into to teaching roles...which then causes vacancies in the adie position. Not really a need, but wanted to note that there is a need to hire paraprofessionals each year to adequately train them for such an important role that they serve.

Technology...

Additional funding for equipment and training of staff and implementation of software and hardware.

Davis Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Ulinda Yeahquo
Teacher	Stacy Archer
Teacher	Anna Braudrick
Teacher	Larry Greaves
Teacher	Randy Spain
Teacher	Ronnie Havens
Teacher	John Holt
Teacher	David Huey
Teacher	Harvey Sanders
Teacher	Shandra Sanders
Teacher	Jason Steward
Campus-Based Nonteaching Professional	Bobbie Roberts
Campus-Based Para or Operations Staff Rep	Mitzi Burleson
Campus-Based Para or Operations Staff Rep	Ana Martinez
District-Level Professional	Gene Terronez
District-Level Professional	Darrell Muncy
Community Rep	Pat Smith
Business Rep	John Thompson

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

Date	Time	Location
9/25/17	2:45	Davis Workroom
10/30/17	2:45	Davis Workroom
11/27/17	2:45	Davis Workroom
1/29/17	2:45	Davis Workroom

2/26/17	2:45	Davis Workroom
3/26/17	2:45	Davis Workroom
4/30/17	2:45	Davis Workroom

Joe Dale Sparks



Campus Improvement Plan 2017-18

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

The Faculty and Staff of the Joe Dale Sparks Campus will strive to create a safe, positive, and nurturing learning environment where all students can succeed.

School Vision

The Sparks Faculty and Staff are committed to keeping detained students current with their home ISD schedule, providing all students from many districts a state-recognized curriculum, and ensuring that all courses count towards graduation.

School Values

Sparks prides itself on its ability to reach these students at the most vulnerable state and work with them to receive the highest education possible while they are away from their natural class setting.

WIG 1: 90% of Sparks students enrolled for at least 50% of the grading period, will function at the TIER I Level of the RTI Universal and Progress Monitoring System.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are designed to (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.</p>	<p>Curriculum coordinator, teachers, administrator, secretary, Title I Part D funds, DCJDC facility staff</p>	<p>TI-\$6,000.00 SCE- \$1,425.00</p>	<p>1,3,4</p>	<p>Lesson plans and curriculum, C2C students transition to after-care and JJAEP before returning to home campus</p>	<p>Improved instruction across content areas and student progress on progress reports and report cards</p>	<p>February- Considerable Progress</p>
<p>Continue to upgrade and maintain technology in every classroom.</p>	<p>Technology department, administrator, teachers, office personnel,</p>		<p>2,5,7</p>	<p>Staff and student needs assessment</p>	<p>Bright Bytes</p>	<p>September- Considerable Progress</p>

WIG 1: 90% of Sparks students enrolled for at least 50% of the grading period, will function at the TIER I Level of the RTI Universal and Progress Monitoring System.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Title I Part D funds if available					
Provide instructional and clerical support personnel for at-risk students.	Teachers, secretary, attendance clerk, Title I aides, At-Risk teacher, Title I Part D funds, substitutes		2,3	Hiring records, employee attendance records	TTESS, paraprofessional evaluation instrument	September-Accomplished
T-TESS, paraprofessional evaluation instrument	Principal, DISD curriculum staff, teachers, SpEd director, DCJDC staff, content area organizations, Region XI service center, Title I Part D funds	TI-\$3,251.00 SCE-\$475.00	1,2,3,4 ,9	Training certificates, sign-in sheets, Eduphoria Workshop logs	Certification remains current, enhanced classroom instruction, improved student achievement	September-Considerable Progress

WIG 1: 90% of Sparks students enrolled for at least 50% of the grading period, will function at the TIER I Level of the RTI Universal and Progress Monitoring System.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Identify ESL and bilingual students and provide proper instruction and materials.	Teachers, ESL/Bilingual I department, registrar, Bilingual/Title I aides, LEP resources, Title I Part D funds		5,9	Records requested from previous schools	Students who have completed remediation pass state assessments	September- Considerable Progress
School personnel involvement in relevant staff development and training.	Curriculum staff, teachers, Sped director, DCJDC staff, content area organizations, Region XI service center, Title I, Part D funds	\$3,251.00 SCE- \$475.00	9	Sign-in sheets. Eduphoria workshop logs	Current, enhanced classroom instruction, Improved student achievement	September- Considerable Progress

WIG 1: 90% of Sparks students enrolled for at least 50% of the grading period, will function at the TIER I Level of the RTI Universal and Progress Monitoring System.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide remediation for students who have not met satisfactory standards on state assessments and additional credit opportunities for students during summer school. Sparks campus will work to obtain funding from DCJDC Facility and Denton ISD to be able to purchase five or more OdysseyWare licenses to be used during the school day.	At-Risk teacher, general education teachers, SpEd teachers, registrar, testing coordinator , Title I Part D funds	SCE- \$4,185.00	5	Students who have completed remediation pass state assessments	Students who have completed remediation pass state assessments	September- Considerable Progress
Communicate effectively with DCJDC staff, counselors, caseworkers and probation officers to communicate academic importance and coordinate transition within the facility and JJAEP. Upon the completion of the Post-Adjudication Program students transition to after-care at the Denton County Juvenile Justice Alternative Educational Placement Center for a period of 90 successful days before returning to their home school and district.	Teachers, principal, registrar, DCJDC staff, JJAEP case managers, aftercare staff		1,2,9	Communication of court order	Number of individual successful transitions	September- Some Progress
Maintain certification for Sparks teachers to reflect 4th through 12 grade certification in content areas.	Teachers, principal, HR, SBEC, TEA		3	CPE credits, teacher certificates	SBEC documentation of valid certification and CPE credits	September- Considerable Progress
Encourage student academic achievement through the use of positive and concrete reinforcement.	Teachers, DCJDC staff, Title I Part D funds		1,3	Identification of students making honor roll, perfect attendance and other achievements	Improved assignment and report card grades	September- Considerable Progress

WIG 1: 90% of Sparks students enrolled for at least 50% of the grading period, will function at the TIER I Level of the RTI Universal and Progress Monitoring System.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Accurately and promptly identify students who are in special programs (SpEd, 504, etc.) and continue services as appropriate on this campus.	SpEd teachers, registrar, principal, diagnostician, SpEd clerk, general education teachers, registrar of sending school, TReX, parents, SpEd funds (if available), Title I Part D funds		1	Records requested from sending school district in a timely manner	Records received from sending district, SpEd students enrolled in SpEd and receiving services as determined by ARD committee	September- Considerable Progress
Provide instruction, clerical and administrative support services to Sparks students. Provide instruction by highly qualified staff	Teachers, clerical staff, substitutes, Title I aide, at-risk teacher, and principal salaries	TI-\$125,036.70 SCE-\$733,730 FTE- 14.0	3,5	Curriculum implementation, administrative, and clerical support	Improved student achievement, administrative efficiency, and effective student records maintenance	September- Considerable Progress
Encourage student achievement through the use of concrete and positive reinforcement including A &	Teachers, principal, DCJDC staff,		1,3	Identification of students making honor	Improved assignments and report card grades	End of each grading cycle semester Considerable Progress

WIG 1: 90% of Sparks students enrolled for at least 50% of the grading period, will function at the TIER I Level of the RTI Universal and Progress Monitoring System.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
AB honor roll award ceremony for C2C students.	School Registrar			roll, perfect attendance and other achievements		

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance																								
	All				African American				Hispanic				White		American Indian		Asian							
Reading	from	53	to	40	from	100	to	-	from	67	to	25	from	40	to	50	from	-	to	-	from	-	to	-
Mathematics	from	55	to	58	from	-	to	-	from	50	to	67	from	50	to	67	from	-	to	-	from	-	to	-
Writing	from	100%	to	-	from	-%	to	-	from	100%	to	-	from	-%	to	-	from	-	to	-	from	-	to	-
Science	from	89	to	100	from	-	to	-	from	-	to	100	from	100	to	100	from	-	to	-	from	-	to	-
Social Studies	from	92	to	-	from	-	to	-	from	100	to	-	from	100	to	-	from	-	to	-	from	-	to	-
Performance																								
	Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education		ELL (Current & Monitored)		ELL (Current)							
Reading	from	-	to	-	from	-	to	-	from	50	to	0	from	0	to	33	from	-	to	0	from	-	to	-
Mathematics	from	-	to	-	from	-	to	-	from	100	to	-	from	100	to	-	from	-	to	100	from	-	to	-
Writing	from	-%	to	-	from	-%	to	-	from	-%	to	-	from	-%	to	-	from	-%	to	-	from	-	to	-
Science	from	-	to	-	from	-	to	-	from	100	to	-	from	100	to	-	from	-	to	-	from	-	to	-
Social Studies	from	-	to	-	from	-	to	-	from	-	to	-	from	-	to	-	from	-	to	-	from	-	to	-
Participation																								
	All				African American				Hispanic				White		American Indian		Asian							
Reading	from	100	to	100	from	100	to	100	from	100	to	100	from	100	to	100	from	-	to	-	from	100	to	-
Mathematics	from	97	to	100	from	100	to	100	from	90	to	100	from	100	to	100	from	-	to	-	from	100	to	-
Participation																								
	Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education		ELL (Current & Monitored)		ELL (Current)							
Reading	from	-	to	-	from	-	to	100	from	100	to	100	from	100	to	100	from	-	to	-	from	100	to	100
Mathematics	from	-	to	-	from	100	to	-	from	94	to	100	from	80	to	100	from	-	to	-	from	83	to	100
Graduation																								
	All				African American				Hispanic				White		American Indian		Asian							
4-year Long 2014	from	15.4	to	5.6	from	0	to	0	from	0	to	0	from	22.2	to	0	from	-	to	-	from	-	to	-
4-year Long 2015	from	0	to	15.4	from	0	to	0	from	0	to	0	from	0	to	22.2	from	-	to	-	from	-	to	-
5-year Ext 2015	from	0	to	16.7	from	0	to	0	from	0	to	0	from	0	to	25	from	-	to	-	from	-	to	-
Graduation																								
	Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education		ELL (Ever HS)		ELL (Current)							
4-year Long 2014	from	-	to	-	from	0	to	0	from	0	to	0	from	100	to	0	from	-	to	0	from	-	to	-
4-year Long 2015	from	-	to	-	from	-	to	0	from	0	to	0	from	0	to	100	from	0	to	-	from	-	to	-
5-year Ext 2015	from	-	to	-	from	-	to	0	from	0	to	0	from	0	to	100	from	0	to	-	from	-	to	-



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...

Standards-Based Curriculum Resources and Materials
Scope and Sequence;
Pacing Guides; and/or Other Focus Documents
Foundation Course/Class Materials
Technology
Instructional Design/Delivery;
High-Yield Strategies

Lesson Study/Delivery Processes
Student-Specific/Differentiated Strategies and Processes

Findings/Analysis

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

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

Strengths...	Needs...
<p>Small class sizes.</p> <ul style="list-style-type: none">· Close collaboration between teachers in limited time frames.· More one-on-one interaction between teachers and students than in a traditional classroom. <p>Quality and professionalism of the teachers.</p> <p>The teachers’ commitment to the students’ success both academically and socially.</p> <ul style="list-style-type: none">· Ability to accommodate students’ academic weaknesses in a more effective individual manner.· Effective use of limited tutoring time.	<ul style="list-style-type: none">· Need effective, targeted professional development activities based on teacher input.· Need additional time during the school week for collaboration.· Due to the high incidence of students with disabilities and English Language Learners (ELLs), we need highly proficient and motivated instructional aides.· Continued positive cooperation, working relations, and communication with facility staff.· Regular, productive homework time for students and, increased availability of tutoring time during evenings and Saturdays.

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.)...

Title 1 or district funds for professional development, instructional aides, tutoring, and updated technology and materials.



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...

County Records PEIMS eSchools Special Education
--

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...
<ol style="list-style-type: none"> 1. Bilingual personnel 2. Multi-certified teachers 3. Multiple electives offered 4. Summer School 5. OdysseyWare 	<ol style="list-style-type: none"> 1. Additional Special Education personnel, either a third teacher or a SpEd specific aide 2. More than 15 minutes of after hour tutoring for all students 3. Additional local funds

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.)...

<ol style="list-style-type: none"> 1. Students on Sparks Campus are usually behind by at least one school year. This causes deficiencies in their education. These deficiencies need to be addressed through opportunities such as Odyssey Ware, summer school, and after hours tutoring. Offering these opportunities also increases the chances of more students being able to graduate and pass the STAAR. 2. These programs need to be available for all students on Sparks Campus. Currently, only Courage to Change students have the opportunity to use OdysseyWare on a regular basis, attend Summer School, or have after hour tutoring. These opportunities need to be made available to all students regardless of what program in which they are housed. Obviously none of these needs can be met without an increase in our funding. 3. The number of Special Ed. students has dramatically increased this year. The SPED services and minutes have also increased. It makes it difficult to meet the needs for all the SPED students, with only two special ed teachers.



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...

Open House participation/attendance
ARD/504 meeting attendance by parents
Volunteer/Adopters from Adopt--a-School
TPR (Texas Academic Performance Report)
Mobility/Stability Rates
Demographic Data

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Graduation - family involvement in the process of graduation ● Parent/Guardian involvement through participation in ARD meetings for special education students ● Communication with families through mailing report cards, updated IEPs, parent/guardian copies of ARD paperwork ● Bilingual Court Liaison as part of our Sparks faculty to help communicate with parents that speak only Spanish ● Open House once a year for parents to come and meet the teachers and see the facility ● Generous community group that donates time and treats for the well-being of the staff and students 	<ul style="list-style-type: none"> ● Because the mobility rate is 97.6%, attaining any semblance of family involvement is virtually impossible. ● An outreach to the community for after-school volunteers to tutor would be a plus ● Also, an additional Special Education Teacher, or at the very least a Special Education Aide for both Detention and Post who could actually serve part of the assigned minutes would allow more time for the Special Education department to increase their involvement with the families of those students

Summary of Needs

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

<ol style="list-style-type: none"> 1. Additional Special Education Personnel (Funding Source: Special Education Department) 2. Volunteers for tutoring (Funding Source: None)



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
PLC/Staff Meetings
Teacher/Staff Interviews
Master Schedule
Supervision structure

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"> * Input into master scheduling * Resources for instruction * Multi-level content area proficiency * Low staff turnover * High level of autonomy for teachers * Regular dissemination of researched-based teaching strategies * Low student to teacher ratio 	<ul style="list-style-type: none"> * Better structure and clarification of auxiliary duties * Staff development targeted to campus needs * Improved structure for college and career readiness counseling * Equitable decision-making processes * Better framework for county-school communications

Summary of Needs

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

<p>Regular meetings to address issues where all staff members are allowed input. Semi-annual assessment of the program as a whole as an opportunity to share best practices and evaluate outcomes of student learning not based solely on state-mandated testing.</p>



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Interviews, Survey, Walkthroughs

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...
Peer Support, Dedicated teachers, Small classes, Freedom to teach creatively	Morale, Scheduling, more staff, communication professional development, logical leadership, cohesiveness of campus, lack of trust, recognition of uniqueness

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.)...

<ol style="list-style-type: none"> 1. Improve morale and cohesiveness of campus- team building—local funds needed 2. Scheduling- too many subjects taught in one class—Title 1 funds (or new organization) 3. District to recognize the uniqueness of the campus situation—no funds needed 4. More input into campus decisions and control over department decisions—no funds needed 5. Protected planning periods—this would involve more communication for scheduling—no funds needed 6. Less interruptions during class—involves school and county agreements with principal enforcing—no extra funds needed <p>More responsible/logical use of money—involves new guidelines--no extra funds needed</p>



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Teacher certification data
Staff mobility/stability
Teacher-student ratios
Previous CNAs
Professional development data
Campus input

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">-Almost all teachers certified for 4th through 12 grade in their subject-Many teachers certified in special programs (SpEd, ESL) as well as content area-Low staff turnover rate-Low teacher-student ratio-Art-DISD is focusing on Reading improvement across the district-Ability to be creative to meet the students' needs-Being a desirable campus for teachers to work on	<ul style="list-style-type: none">-Campus applicable in-services-Reading teacher- a dedicated position for Academic counselor/advisor to free up registrar's time and to focus on encouraging these at risk students to succeed.

Summary of Needs

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

Professional development training relevant to this environment/ stay on campus for district training days.

Creating a reading teacher position with possible funding from Title 1 or Comp Ed.

Create a dedicated academic advisor position with possible funding from Title 1 or Comp Ed.



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...

Sparks 15-16 high school graduations Classroom assessments Report cards STAAR results Sparks 16-17 WRAT data
--

Findings/Analysis

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

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

Strengths...	Needs...
Sparks student achievement on STAAR is about the same as state and district achievement rates with marked improvement in Math	Interdisciplinary planning Improved standards based grading Using learning targets

Summary of Needs

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

Increased standards based grading on specific learning targets to help students and teachers identify academic needs and achievement.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Network
Email
Technology Hardware & Software
Classroom Laptops (12 units per classroom)
iPad connectivity to interactive projectors
Professional Development (integrating technology)
Updated technology policies and procedures
Google training

Financial resources allocated for updating technology

Findings/Analysis

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

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

Strengths...	Needs...
Use of laptops Use of iPads/tablets Use of interactive projectors Interactive software	Increased technology budget for updating hardware (i.e. laptops/software) Connection for iPad to projectors AirPlay/AirServer Digital microscopes

Summary of Needs

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

Additional training of staff and implementation of software and hardware purchased through Title funds or district funds.



Summary of Priority Needs

Demographics...

1. Students on Sparks Campus are usually behind by at least one school year. This causes deficiencies in their education. These deficiencies need to be addressed through opportunities such as Odyssey Ware, summer school, and after hours tutoring. Offering these opportunities also increases the chances of more students being able to graduate and pass the STAAR.
2. These programs need to be available for all students on Sparks Campus. Currently, only Courage to Change students have the opportunity to use OdysseyWare on a regular basis, attend Summer School, or have after hour tutoring. These opportunities need to be made available to all students regardless of what program in which they are housed.
3. Obviously none of these needs can be met without an increase in our funding.

The number of Special Ed. students has dramatically increased this year. The SPED services and minutes have also increased. It makes it difficult to meet the needs for all the SPED students, with only two special ed teachers.

Student Achievement...

Increased standards based grading on specific learning targets to help students and teachers identify academic needs and achievement.

School Culture and Climate...

1. Improve morale and cohesiveness of campus
2. Scheduling- too many subjects taught in one class—Title 1 funds (or new organization)
3. District to recognize the uniqueness of the campus situation—no funds needed
4. More input into campus decisions and control over department decisions—no funds needed
5. Protected planning periods—this would involve more communication for scheduling—no funds needed
6. Less interruptions during class—involves school and county agreements with principal enforcing—no extra funds needed

More responsible/logical use of money—involves new guidelines--no extra funds needed

Staff Quality, Recruitment and Retention...

1. Professional development training relevant to this environment/ stay on campus for district training days.
2. Creating a reading teacher position with possible funding from Title 1 or Comp Ed.
Create a dedicated academic advisor position with possible funding from Title 1 or Comp Ed.

Curriculum, Instruction, and Assessment...

Title 1 or district funds for professional development, instructional aides, tutoring, and updated technology and materials.

Family and Community Involvement...

1. Additional Special Education Personnel (Funding Source: Special Education Department)
2. Volunteers for tutoring (Funding Source: None)

School Context and Organization...

1. Regular meetings to address issues where all staff members are allowed input.
Semi-annual assessment of the program as a whole as an opportunity to share best practices and evaluate outcomes of student learning not based solely on state-mandated testing.

Technology...

Additional training of staff and implementation of software and hardware purchased through Title funds or district funds.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Brooke Lana, Science, Pre-Adjudication
Teacher	Rebecca Brigham, English, Post-Adjudication
Teacher	Thomas Huggins, Social Studies Pre-Adjudication
Teacher	Stephen Stone, Math Pre-Adjudication
Teacher	Alicia Brown, At-Risk & Testing Coordinator
Teacher	
Teacher	
Campus-Based Nonteaching Professional	
Campus-Based Para or Operations Staff Rep	Jenneal Vincent, Secretary
District-Level Professional	Chris Shade, Federal Programs Director
Parent Rep	
Parent Rep	
Community Rep	Tiffany Eaglin
Community Rep	Dr. George Morrison
Business Rep	Lori Kloepper
Business Rep	

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

Date	Time	Location
8/30/2017	3:15 P.M.	J149
9/14/2017	3:15 P.M.	Post Multipurpose Area
9/21/2017	3:15 P.M.	J149
12/14/2017	3:15 P.M.	Post Multipurpose Area
1/11/2018	3:15 P.M.	J149
2/22/2018	3:15 P.M.	J149

4/12/2018	3:15 P.M.	J149
5/17/2018	3:15 P.M.	Post Multipurpose Area

Calhoun Middle School



Campus Improvement Plan 2017-18

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

The faculty and staff of Calhoun Middle School successfully teach all children to become responsible citizens who demonstrate respect for themselves and others.

Through a partnership with members of the community, we endeavor to offer challenging educational opportunities that will allow our students to:

- Discover individual interest
- Cultivate a lifelong love of learning, and
- Develop skills to cope with as well as productively contribute to our complex, dynamic, and multicultural society.

School Vision

School Values

WIG 1: Increase STAAR scores by 10% in all Student Expectation standards in Reading as measured by 2018 STAAR test

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Specific Math intervention provided during the school day	Math teachers			Spreadsheet standard was being remediated	2018 STAAR scores, common assessment scores	
Integrate technology to enhance instruction and acquire emerging forms of technology devices to decrease the student to device ration so that at risk students have more access to online resources and opportunities for online collaboration	Teachers	SCE: \$25,000		Lesson plans, walkthroughs, and cart checkout	Data for walkthroughs that gage the level of engagement	
Have high quality, quarterly vertical alignment and data days	Teachers Admin	SCE: \$15,000		Minutes and lesson development plans		
Utilize web-based learning tools(brainpop, flocabulary, Moby Max,)		SCE: \$8,000		Reports of usage		
Increase number of high interest leveled books to target ELL students	Librarian	SCE: \$11,169		Library checkout and usage reports		
We will utilize our ACE Club afterschool program to work with our at risk students. ACE will provide enrichment and assistance for our students as well as providing high interest clubs for them to participate in	ACE site coord			CISNT reports	Higher levels of completed practice.	
CIS will provide social emotional support through meeting clothing, food, and school supply needs for the 100 CIS students	CIS program manager			CISNT database	Attendance records, reports from the program manager	
Provide substitute teachers to ELA, Science, and Social Studies in order to remediate at risk students prior to the administration of the STAAR test	Teachers	\$14,000				
Acquire resources for remediation for those students that are at risk of failing STAAR test	Teachers	\$16,890		Sign in sheets, spreadsheet of students being remediated	Increase in STAAR scores for 2017 admin	

WIG 2: Improve students socio emotional well being

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement Restorative discipline practices in the 6th grade.	Admin, teachers	\$11,130.84		Walk throughs	Lower office referrals, fewer DAEP placements	
Utilize School Wide Assemblies to increase awareness of bullying among students and staff, and create student ambassadors from identified at risk students to carry this theme throughout the year. Improve communication and education about bullying through the development of a bullying webpage and parent engagement sessions.	Principal	SCE: \$10,000			Lower bullying reports, fewer peer to peer conflicts as reported in our discipline system	
Implement campus wide positive reinforcement recognition. The use of Cougar Bucks to acknowledge the good things students are doing. They can use Cougar Bucks in class and in store.	Teachers Counselors Admin			Drawings, store "sales"	Lower office referral rates	

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance																								
	All			African American			Hispanic			White			American Indian			Asian								
Reading	from		to	from		to	from		to	from		to	from		to	from		to	-					
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to						
Writing	from	64%	to	62	from	55%	to	67	from	63%	to	56	from	73%	to	76	from	na	to	na	from	na	to	67
Science	from	72	to	79	from	55	to	77	from	65	to	76	from	84	to	84	from	na	to	na	from	na	to	na
Social Studies	from	66	to	53	from	69	to	69	from	30	to	60	from	65	to	80	from	na	to	na	from	na	to	na
Performance																								
	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL Monitored			ELL (Current+Monitored)								
Reading	from		to	from		to	from		to	from		to	from		to	from		to	from		to	-		
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to	from		to			
Writing	from	na	to	na	from	na	to	na	from	59%	to	58	from	19%	to	14	from	73%	to	80	from	44	to	26
Science	from	na	to	na	from	na	to	na	from	64	to	74	from	33	to	36	from	na	to	93	from	57	to	56
Social Studies	from	na	to	na	from	na	to	na	from	34	to	59	from	18	to	18	from	na	to	86	from	18	to	
Participation																								
	All			African American			Hispanic			White			American Indian			Asian								
Reading	from		to	from		to	from		to	from		to	from		to	from		to	from		to	-		
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to	from		to			
Participation																								
	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL Monitored			ELL (Current+Monitored)								
Reading	from		to	from		to	from		to	from		to	from		to	from		to	from		to	-		
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to	from		to			
Graduation																								
	All			African American			Hispanic			White			American Indian			Asian								
Reading	from		to	from		to	from		to	from		to	from		to	from		to	from		to			
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to	from		to			
Writing	from		to	from		to	from		to	from		to	from		to	from		to	from		to			
Graduation																								
	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL Monitored			ELL (Current+Monitored)								
Reading	from	-	to	-	from		to		from		to		from		to	from		to	from		to	-	-	
Mathematics	from		to		from		to		from		to		from		to	from		to	from		to			
Writing	from		to		from		to		from		to		from		to	from		to	from		to			



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...

Instructional Design and High Yield Strategies, Vertical and Horizontal Alignment ,

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...
Planning together	Collaborate after units of study to refine and adjust.

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.)...

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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...

Mobility/ Stability, At Risk

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...
Building relationships with students to better serve the whole student both academically and socio emotionally.	Staying in line with Curriculums recommendations on pacing for units

Summary of Needs

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

--



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Parent Volunteer Information

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...
---------------------	-----------------

Strong Core of volunteers that understand how to stay informed	Reach out to families who have not historically been involved nor informed of the opportunities for them and their students.
--	--

Summary of Needs

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

--



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 Maps, Master Schedule

Findings/Analysis

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

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

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

Strengths...	Needs...
Creating opportunities for students to enroll in first choice electives	Continue to look for potential holes in security due to number of buildings and open doors.

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.)...

--



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...

Campus Culture and Climate Survey

Findings/Analysis

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

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

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

Strengths...	Needs...
Teachers are happy with the school	Systems need to be put in place to inform teachers about district changes and or needs

Summary of Needs

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

--



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...

Master schedule

Findings/Analysis

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

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

Strengths...	Needs...
Retained more than 90% of teachers	

Summary of Needs

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

--



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...

--

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...
7th and 8th grade have seen gains in STAAR results	6th grade Reading has dipped for a second year in a row.

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 will be implementing Readers/ Writers workshop in 6th grade. This will be a three year implementation process.



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 Hardware and Software

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...
We continue to acquire and integrate emerging technology on our campus.	

Summary of Needs

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

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Summary of Priority Needs

Demographics...

Student Achievement...

School Culture and Climate...

Staff Quality, Recruitment and Retention...

Curriculum, Instruction, and Assessment...

Family and Community Involvement...

School Context and Organization...

Technology...

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Sarah Bolinger
Teacher	Jason Huber
Teacher	Gina Lea
Teacher	Nicholas Amendola
Teacher	Chris Long
Teacher	Andrea Eberhard
Teacher	Amy Taylor
Campus-Based Nonteaching Professional	Derrick Stewart
Campus-Based Para or Operations Staff Rep	Wayne Skinner
District-Level Professional	Grace Ann McKay
Parent Rep	
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
October 26, 2017	4-5 PM	CMS Library
January 25, 2018	4-5 PM	CMS Library
March 22, 2018	4-5 PM	CMS Library
April 26, 2018	4-5 PM	CMS Library
May 17, 2017	4-5 PM	CMS Library

McMath Middle School



Campus Improvement Plan 2016-17

Table of Contents

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

School Vision

School Values

WIG 1: Increase reading STAAR scores by at least 7% in all accountability groups as measured by the 2018 STAAR reading test

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide targeted intervention for the students at least four years below grade level in Reading using Failure Free Reading	Principal Assistant Principal Teacher	AK/\$61,520/1 FTE AK/\$4345.81/ Licence & Books		Class lists	Program Assessments Common Assessments 2018 STAAR	
Provide targeted intervention for the students between two to four years below grade level in Reading using Achieve 3000	Principal Assistant Principal Teacher	Campus Funds		Class lists	Program Assessments Common Assessments 2018 STAAR	
Provide targeted intervention for the students between one to two years below grade level in Reading using Read 180	Principal Assistant Principal Teacher	SCE/\$60,000/1 FTE		Class lists	Program Assessments Common Assessments 2018 STAAR	
Electives, Science, and Social Studies will support reading/literacy through development of cross curricular reading lessons at least once a semester	Principal Assistant Principal Teacher	Campus Funds		Lesson Plans	Program Assessments Common Assessments 2018 STAAR	
Provide professional development that supports best practices in reading to include Lucy Calkins Reading and Writing Workshop Model, Jan Chappuis; Assessment for Learning, and Dufours' Professional Learning Communities.	C&I ISTs Principal Assistant Principal Teacher Cadre Teacher	Campus Funds		Record of attendance Classroom observation PLC observation Lesson Plans	Observation Reports Lesson Plans	
Build middle school literacy library to support and strengthen reading at all levels.	IST Principal Assistant Principal Librarian	Campus Funds		Purchase Order Book Inventory	Record of library usage	



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...

- Common Assessments
- Student Surveys
- TTESS
- STAAR
- Professional Learning Communities (PLC)
- Curriculum Writing Committees

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">- Common assessment data is analyzed during PLC's to guide instruction.- Curriculum writing committees meet every grading period to evaluate data and update curriculum.- Classroom assessments are based on TEKS.- Teachers track data from multiple sources- Experienced staff with track record of successful standards-based instruction- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies- Utilization of released STAAR materials to establish sufficient rigor in instruction	<ul style="list-style-type: none">- Establish time for teachers to collaborate in order to implement current professional development- Improve student self-assessment of achievement.- Explore flipped and blended classroom instruction models to utilize online instructional tools more uniformly and effectively.- Shift teacher websites to reflect new district standards of online business cards and teacher sites hosted on Google Classroom- Implement Reading and Writing Workshop in our ELAR classrooms- Implement the use of Dufours' PLC model in our departments- Implement Assessment for Learning strategies across the campus

Summary of Needs

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

With the focus on reading this year, all options to fund professional development in the ELAR areas and books for the literacy library will be considered.

P



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

PEIMS data reports Class lists Attendance 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...

Strengths...	Needs...
Increased representation of subgroups in advanced classes	Raise overall attendance by 2% points to meet accountability standards

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.)...

With the change in attendance law, we need to develop a system of meaningful rewards and consequences to assist in students being in school.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Parent volunteer hours Sign in sheets for Open House Facebook contacts
--

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...
Supportive and active PTA Weekly communication from all staff on HAC Responsive to parent needs for events	Involve parents in a curriculum night event Increased parent attendance at counselor sponsored events

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.)...

Beginning with 6th grade, we need to host curriculum events in the evening to involve parents in their child's learning.



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- Professional Learning Communities within the math, science, English language arts, social studies, and SpEd.
- Core content teams in each hallway: 6-1, 6-2, 7-1, 7-2, 8-1, & 8-2. Each team either has support in ESL or SpEd.
- Master Schedule to place students in the most effective learning environment.
- Duty rosters for teachers to ensure student safety. Every teacher is assigned to at least 2 duty stations a week.
- Formal communication: Staff meetings, teacher talk, email, conference calls, newsletters, and PLC.

- Informal communication is through social media (twitter, facebook, and etc.), face-to-face conversations, and email.
- Formal leader is our Principal and 2 Assistant Principals.
- Informal leaders include team leaders, UIL campus coordinators, TCC representatives, department heads, and assessment for learning cadre.
- 2 counselors are available for scheduling and student support. One counselor is available for student health and wellness.
- Supervision structure include teachers, principal, assistant principals, counselors, SRO actively monitoring and facilitating hallways and classrooms. Teachers are also manning duty station, indoor and outdoor, to supervise students.
- McMath collectively make decisions through staff meetings, teacher talk, CIP, and PLCs.
- The physical map of McMath is used through different colors of duct tape. Each department assigned a color and the school has duct tape on the floor to guide students to where they need to go. We also have school map handout located in the front office.

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"> ● .Many informal leaders on campus. ● Effective communication between staff and parents through TAC emails. ● Organized duty stations. ● Supervision inside and outside the campus is actively monitored by staff. ● Core content teams are effective. ● Organized and effective staff meetings, PLC, and collaboration in staff. 	<ul style="list-style-type: none"> ● Need to adequately staff SpEd and ESL departments ● TAC emails that can translate into different languages to communicate with the ESL population. ● Inaccurate personal contact information of parents in TAC. ● Ensuring parents are proactive with their child through HAC.

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.)...

Communication with the ESL population is a strong need for McMath. Ensuring that ESL parents are connected and plugged into our school is vital for student-success. McMath needs additional support in translation when sending out TAC emails to parents. Teachers also struggle communicating with various parents due to inaccurate email, phone numbers, and addresses. Many parents are also unaware of HAC.



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Gallup Student Engagement Survey
Teacher Questionnaires (Google Forms)
Parent Surveys
Teacher Surveys
Student Surveys
Classroom and School Walkthrough Data
Focus Group consisting of teachers and students
Data from Parent Conferences

Data from Parent Feedback

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">● Campus security, and the collective promotion of a safe environment● A positive family-like culture among faculty and staff● Majority of teachers are involved in extracurricular activities● An overwhelming majority of students enjoy coming to school● High academic expectations● Excellent communication between teachers and parents	<ul style="list-style-type: none">● Initiative to preempt backflow of sewer drains and minimize odors● Surveillance cameras need to be updated. Over the last year, we have lost 4 cameras due to age● A district supplied late bus would assist with after school tutoring and school activities● Awning promised in last bond needs to be built.

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.)...

Cameras need to be updated and expanded.
Sewer needs to be repaired.
Awnings promised in last bond need to be built.



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 Student Ratio Teacher Certification/ Qualification Data
--

Findings/Analysis

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

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

Strengths...	Needs...
Retention of teachers Professional development attendance	Staffing is inadequate to the support the ESL needs of the campus

Summary of Needs

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

In order to address our low performing groups, we need to provide relevant professional development and provide appropriate staffing.



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...

Common Assessments STAAR TELPAS Class Grades Texas Success Initiative Advanced Course Data LEP SpEd
--

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...
Distinctions earned in four areas: ELA/Reading Science Social Studies Top 25 % All Algebra students passed Algebra EOC	Minimal growth in SpEd accountability groups Minimal growth in LEP accountability groups

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 focusing on closing the gap in SpEd and LP accountability groups



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- Tech needs for classroom
- Professional Development
- Leadership / Administrative push
- Chromebook Deployment
- Tech needs for staff
- Classes offered

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...

Discussion points	Needs on campus...
<p>We have strong support from Campus technology staff</p> <p>We have documented increases of teacher and student technology use through Google Classroom</p> <p>District has shifted the cost of replacing chromebooks to the campus.</p>	<p>Replace all computer labs</p> <p>Replace office and teacher computers</p> <p>Update projectors and wall plates</p> <p>Additional district data entry support needed for transition from Success Ed to ESTAAR</p> <p>Update security cameras. Cameras are failing each year.</p> <p>Replace damaged Chromebooks</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 need assistance in purchasing and updating technology.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	
Teacher	
Teacher	
Teacher	
Teacher	
Teacher	
Teacher	
Campus-Based Nonteaching Professional	
Campus-Based Para or Operations Staff Rep	
District-Level Professional	
Parent Rep	
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location

Borman Elementary School



Campus Improvement Plan 2017-18

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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

Borman Elementary is committed to empowering each learning to achieve their fullest potential.

School Vision

School Values

At Borman Elementary, we aim to develop learners who are well-rounded in the IB Learner Profiles: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

WIG 1: In the 2017-2018 school year Borman will increase the amount of opportunities for the academic advancement of our students in reading through intervention, enhancement, parent involvement, and teacher development so that at least 80% of all students are reading on grade level.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Develop a master schedule that will have intervention and enhancement time per grade level for reading and math, and time for 5th grade - science and 4th grade - writing	Admin Teachers Support Staff		1 2 7 9 10	<ul style="list-style-type: none"> Teachers knowing when is their assigned time for intervention/enhancement and the collaboration to ensure that all students in the grade level are being served 	<ul style="list-style-type: none"> Students will receive 30 minutes daily of intervention or enhancement according to their academic progress 	October
Increase the rigor of interventions during lesson time and pull out time	Admin Teachers Support Staff	TI: 600 FTE: 0.5	1 2 3 7 8 9 10	<ul style="list-style-type: none"> TEKS and activity alignment according to data. Progress monitoring of interventions 	<ul style="list-style-type: none"> Students' learning gap will decrease. Struggling students will be able to perform on or closer to grade level expectations 	October
In Reading: Each grade level will determine 2 common essentials per each 6 weeks cycle to develop teacher created assessments	Admin Teachers Support Staff	TI: \$600 FTE: 0.5	1 2 7 8 9 10	<ul style="list-style-type: none"> PLC collaboration and conversation 	<ul style="list-style-type: none"> Teachers understanding what students need to learn to be able to achieve the grade level and campus reading goal Teacher created assessments 	October
Use formative data to design intervention and enhancement groups	Admin Teachers Support Staff	TI: \$400	1 2 3 8 10	<ul style="list-style-type: none"> Teacher created assessments. Data from assessments 	<ul style="list-style-type: none"> Students' intervention and enhancement groups based on data from formative assessments Teacher created assessments 	October
Develop a system to create and maintain effective PLC (Solution Tree)	Admin Teachers Support Staff	TI: 15000	1 2 4 5 8 9 10	<ul style="list-style-type: none"> Change of mind setting about what was PLC and what really PLCs are. 	<ul style="list-style-type: none"> Meaningful and effective PLC PLC agendas & minutes 	October

WIG 1: In the 2017-2018 school year Borman will increase the amount of opportunities for the academic advancement of our students in reading through intervention, enhancement, parent involvement, and teacher development so that at least 80% of all students are reading on grade level.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Targeted literacy instruction will be provided to all students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student	Admins Read Int RR and DLL teacher EXPO	FTEs: 0.5 FTEs: 0.5	1 3 4 8 10	<ul style="list-style-type: none"> Lesson plans, coaching schedules, PLCs, MTSS, common assessments, STAAR results 	<ul style="list-style-type: none"> Student improvement in their academic performance 	October
Implement the use of Istation and Imagine Math for intervention and enhancement	Teachers Read Int Math Int	FTEs: 0.5 TI: \$4000	1 2 8 9 10	<ul style="list-style-type: none"> Use of computer labs and Chromebooks. Istation and Imagine Math monthly reports, student data folders 	<ul style="list-style-type: none"> Student improvement in their academic performance Istation and Imagine Math reports 	October
Ensure the alignment between content objectives, intervention/enhancement, and student goals	Admin Teachers Support Staff	FTEs: 0.5	1 2 7	<ul style="list-style-type: none"> PLC conversations, classroom instruction 	<ul style="list-style-type: none"> Teachers will understand the reasoning behind alignment and its purpose Students will understand that they are working towards their academic goal Data talks walkthroughs 	October
School wide implementation of Assessment for Learning (AFL) - Strategy 1: Learning Targets	Admin AFL Team Teachers Support Staff	TI: \$1000 FTEs: 0.5	1 2 3 4 8 9 10	<ul style="list-style-type: none"> AFL team assisting to the summer AFL conference. Teachers assisting to staff development. 	<ul style="list-style-type: none"> Teachers' AFL training Walkthroughs Sign in sheets 	October
Provide staff development on how to develop learning targets and use feedback	District Admin AFL Team Teachers Support Staff	TI: 400 FTE: 0.5	1 2 3 4 8 9 10	<ul style="list-style-type: none"> AFL team meeting before to design staff development based on Strategy 1. Teachers assisting to staff development 	<ul style="list-style-type: none"> Walkthroughs Admin feedback to teachers about learning targets Learning targets walkthrough post conferences Sign in sheets form SD 	October

WIG 1: In the 2017-2018 school year Borman will increase the amount of opportunities for the academic advancement of our students in reading through intervention, enhancement, parent involvement, and teacher development so that at least 80% of all students are reading on grade level.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	Ti10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will receive support through IB to learn questioning techniques	Admin IB Coor Teachers Support Staff	Ti: 200	1 2 3 4 5 10	<ul style="list-style-type: none"> Lesson plans, IB unit planners, extended planning 	<ul style="list-style-type: none"> Teachers improve questioning techniques Walkthroughs 	October
Bilingual education will be provided for bilingual students with a focus on building academic language in both English and Spanish	Admin Instr Coach Bil Int Teachers	Ti: \$300	1 2 3 4 5 10	<ul style="list-style-type: none"> Lesson plans, 50/50 model implementation, language of the day, benchmarks, common assessments, ELI/SELI 	<ul style="list-style-type: none"> Student engagement and one year growth for LEP students TELPAS reports 	October
Math Consultant will work with 3rd, 4th and 5th grade teachers with lesson planning and providing feedback	Math Consultant Teacher Math Int	Ti: \$ 7000	1 2 3 4 5 7 9 10	<ul style="list-style-type: none"> Lesson plans, benchmarks, common assessments 	<ul style="list-style-type: none"> Student engagement and growth in math 	October
Reading Consultant will work with teachers in the implementation of guided reading.	Reading Consultant Teachers Read Int	Ti: \$ 7000	1 2 3 4 5 7 9 10	<ul style="list-style-type: none"> Lesson plans, benchmarks, common assessments Staff development in Guided Reading 	<ul style="list-style-type: none"> Student engagement and growth in reading Implementation of Guided Reading 	October
Implement parent trainings for home use of Istation and Imagine Math	Admin Teachers Read Int Math Int Parents	Ti: \$300	1 2 3 6 7 10	<ul style="list-style-type: none"> Schedule parent trainings and orientation meetings in the computer labs after school 	<ul style="list-style-type: none"> Reports that show the use of Istation and Imagine Math outside of school. Sign in sheets 	

WIG 1: In the 2017-2018 school year Borman will increase the amount of opportunities for the academic advancement of our students in reading through intervention, enhancement, parent involvement, and teacher development so that at least 80% of all students are reading on grade level.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	Ti10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide STAAR orientation meetings for parents	Admin Teachers Read Int Math Int Parents	Ti: \$200	1 2 6 10	<ul style="list-style-type: none"> Schedule STAAR parent orientation at Borman Library before the end of the 2nd 6 weeks 	<ul style="list-style-type: none"> Sign in sheets 	
Design a system to increase attendance and motivation for family nights	Parent Liaison PTA CIS Admin Teachers Parents	Ti: \$800	1 2 6 7 10	<ul style="list-style-type: none"> Meetings to create criteria to increase attendance 	<ul style="list-style-type: none"> Sign in sheets from committee meetings Sign in sheets from Family Nights and school events Minutes 	
Attend Kinder and Pre-K Literacy cadre and implement reading and writing strategies to improve students' comprehension and fluency.	K Teachers PreK Teacher Admin Read Int RR DLL		1 2 3 4 5 7 8 9 10	<ul style="list-style-type: none"> Pre-K Teacher and AP will attend literacy cadre in the morning Kinder teachers and principal will attend literacy cadre in the afternoon 	<ul style="list-style-type: none"> Implementation of strategies learning in cadre and from the book Walkthroughs Student academic performance 	
Design a system to increase student attendance rate	Admin Teachers Secretary Recept Att. Com.	Ti \$600	1 2 3 7 8 9 10	<ul style="list-style-type: none"> % of attendance rate will increase 	<ul style="list-style-type: none"> Students will be present to receive academic instruction 	
Increase the use of technology in academic instruction	Admin Teachers CT IT	Ti \$10000	1 2 7 8 9 10	<ul style="list-style-type: none"> Teachers will receive training on new technology available and will demonstrate proficiency in its use 	<ul style="list-style-type: none"> Students engagement will increase Students benefiting from technology use 	

WIG 1: In the 2017-2018 school year Borman will increase the amount of opportunities for the academic advancement of our students in reading through intervention, enhancement, parent involvement, and teacher development so that at least 80% of all students are reading on grade level.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Create a leadership committee and an appreciation committee	Admin Teachers	TI: 1000	1 2 3 5 8 9 10	<ul style="list-style-type: none"> ● Used teacher survey from 2016-2017 to create an Leadership committee ● Used teacher survey from 2016-2017 to create an Leadership committee 	<ul style="list-style-type: none"> ● Teachers will assume more leadership roles ● Appreciation committee will create opportunities to show teacher appreciation 	



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...

AWARE
Scope & Sequence
Software Used for Intervention (Istation and Imagine Math)
Lesson Plans and its basic components
Horizontal & Vertical Team Meetings
Special Program Schedules and Academic Goals

Learning Targets Development
 UbD Units of Study
 IB Planners
 Grade Level Common Assessments, Formative Assessments, and Summative Assessments
 PLC Agendas
 Master Schedule
 Walkthroughs
 EOY academic scores K - 5th

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"> ● IB Planners are being implemented and reviewed accordingly with the units of study. ● Using assessment data to determine intervention. ● Use of Universal Screeners to create intervention groups <ul style="list-style-type: none"> ● Students receive accommodation services ● Grade level common assessments ● 	<ul style="list-style-type: none"> ● Instruction needs to be more targeted towards the TEKS ● Learn to develop Inquiry Learning Targets ● Targeted coaching and collaboration with instructional specialists in lesson planning and PLC ● Use the same tool to create enhancement groups. ● Conduct Professional Development in instructional strategies that promote the transfer of learning for students. ● Conduct Professional Development about the components of Istation and Imagine Math (lesson) to be provided for intervention or enhancement. ● Develop a system to track services and students’ progress towards their academic goal.

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.)...

- Walkthroughs must provide appropriate feedback on Learning Targets
- Intervention and enhancement groups need to be formulated in PLC based on data from teacher created assessments.
- Targeted coaches need to be provided to plan high rigor lessons based on the TEKS.
- Team of teachers will be trained for AFL and Solution Tree. Those teams will train Borman faculty staff.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Rating
Enrollment Data
Participation in EXPO, SPED, RR, DLL
Mobility Rates/Changes
Class Assignments
Attendance
Free and Reduced Lunch Reports
Transfer Requests

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">● Transfers because of the IB Program continues to increase.● Successfully implementing the IB program as an authorized campus.● Multiple mentor and volunteer groups support our campus.	<ul style="list-style-type: none">● Increase attendance● Plan for nexts steps to make the IB program a solid one.● More support across grade levels for at-risk students● High Mobility

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">● Develop a plan to increase attendance● Continue on-going sharing of student progress and instructional strategies in PLCs● Continue to market campus to increase enrollment● Implement a school plan to integrate campus intervention and enhancement time for students to reduce the academic gap



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Parent involvement in classrooms
Parent involvement at events
Demographic Data
Volunteer Information
CLT Community Member Feedback
Parent satisfaction surveys
Parent/Teacher conferences
Family feedback about family nights

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"> ● Grandparents' Breakfast Day ● Muffins with mom ● Donuts with dad ● Thanksgiving Dinner ● Craft Night ● Academic nights ● Exhibition ● Parent/Teacher conferences ● Use English and Spanish to communicate with parents 	<ul style="list-style-type: none"> ● Workshops for parents to educate in Istation, Imagine Math, and STAAR ● Increased opportunities for monolingual and bilingual partnerships ● Incentives for parent and community involvement ● Increase parent involvement in all school activities ● Ongoing parent communication in all grade levels

Summary of Needs

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

<ul style="list-style-type: none"> ● Provide educative workshops for parents to promote a better understanding of student academic expectations and programs that can be used at home to increase academic performance. ● Increase parent involvement. ● Use of email, phone blasts, newsletters, and social media to communicate.



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
Decision-Making processes
School Leadership
Master Schedules
Campus Map
Attendance Data
Discipline Data
Administrative Feedback

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">● Interventionists schedules● Staff committed to promote student academic success● Collaboration to develop school mission statement● Built-in intervention and enhancement in master schedule● Weekly team planning meetings● Biweekly IB extended planning meeting● Scheduled PLC for collaboration● CLT 1 and CLT2● Bilingual vertical team meetings● Walkthroughs schedule● Master schedule● Title 1 funds devoted to increased support in areas of need such as STAAR intervention and resources	<ul style="list-style-type: none">● Schedules for EXPO, RR, DLL programs● Vertical alignment (all teams)● Consistency in discipline referral system● K-2 Interventionist for monolingual classrooms

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">● Increase Student attendance rate.● Interventionist schedule to allow for Kindergarten-2nd grade support● Implement vertical team meetings● Improve the safety and efficiency of school operations and to provide a more consistent discipline approach



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...

Parent / Teacher / Student Surveys Walkthrough Data CLT 1 and CLT 2 Meetings Staff Interviews
--

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Student participation in extracurricular activities such as Art Club, Drums Club, Choir, etc ● Parent / Teacher / Student morale is good ● Robson Ranch Mentor Program ● Connection with Universities and Colleges ● Classroom management ● High expectations for all students and faculty staff 	<ul style="list-style-type: none"> ● Increase PTA members ● Increase the numbers of parents that can volunteer ● Teacher appreciation plan

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"> ● Staff and PTA must work together to raise member count. ● School need a teacher appreciation team to plan activities of demonstrations of appreciation to all educators in the building.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary
Overview of of 2017 State Accountability Safeguards
Teacher Certification & Paraprofessional Certification Records
Interview Committee
PDAS - T-TESS Documentation
Staff mobility

Walkthrough 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...

Strengths...	Needs...
<ul style="list-style-type: none">● Hired staff is highly qualified● Professional development has improved teaching techniques● Staff feels supported by administration● Administration has an “open door” policy● Content area coaches assisted in planning and focused instruction and intervention	<ul style="list-style-type: none">● Professional development sessions for teachers that need specific training.● Staff Development needs to be more targeted● Professional Learning Communities needs to be focused on student achievement and team collaboration● Newcomers need academic assistance and support as they become proficient in English● Staff retention rates

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.)...

- On demand professional development sessions needs to be offered to teachers that need specific training to grow professionally.



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 Data
District and Campus Data
Attendance Data
Discipline Data
RTI (Now MTSS)
Performance in special programs EXPO, RR, DLL, and SPED
Students Grades
Teacher Anecdotal Observations and Comments

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"> ● Reading, math, and writing scores have increased ● TELPAS scores have improved ● All Intervention provide supported student achievement ● Continuing to reduce gap between LEP and Non-LEP ● IB Inquiry planners are effectively being planned and implemented ● IB Vertical Planning Sessions ● Math Coach ● Reading Interventionist 	<ul style="list-style-type: none"> ● Develop a tracking system to monitor progress and improvement of students that receive intervention and enhancement. ● Develop a tracking system to monitor progress and improvement of students that are in special programs ● Increase and implement the use of google classrooms and other academic programs ● Improve Science and Writing Scores ● Scores of Spanish takers must improve ● Continue to work on student achievement in Math, Reading’ ● Continue to reduce gap between economically disadvantaged and non economically disadvantaged students ● Improve Special Education performance on STAAR ● Improve TELPAS English Proficiency rate of Bilingual Students

Summary of Needs

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

<ul style="list-style-type: none"> ● Continue to use academic programs - Istation & Imagine Math ● Utilize reading and math interventions and math coach - State Comp ● Continue to increase STAAR scores ● Improve Special Education population performance on STAAR ● Utilize reading and bilingual specialist for reading and writing interventions ● Tutoring Opportunities ● Purchase Materials and Resources ● Improvement of english-language learners is need on all state assessments ● Additional materials and resources for bilingual and ESL classrooms and instruction



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...

Istation and Imagine Math Reports
Technology Sign Out Logs
Student Technology Use
Teacher Technology Use
Campus Technology - TI
District Technology Plan

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none">● iStation● Imagine Math● StemScopes● AWARE● Strive● Eduphoria● Campus Technology Specialist● Computer Labs● Staff believes technology is effective and understands the importance of using technology in instruction● Increase the use of Chromebooks	<ul style="list-style-type: none">● Headphones needed for each classroom desktop● Training on use the new eStar Series program for DMTSS● Promote the use of Ready Rosie by parents

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">● Promoting use of technology in the classroom in all content areas and all grade levels● Staff development focused on integrating technology in the classroom



Summary of Priority Needs

Demographics...

- Develop a plan to increase attendance
- Continue on-going sharing of student progress and instructional strategies in PLCs
- Continue to market campus to increase enrollment
- Implement a school plan to integrate campus intervention and enhancement time for students to reduce the academic gap

Student Achievement...

- Continue to use academic programs - Istation & Imagine Math
- Utilize reading and math interventions and math coach - State Comp
- Continue to increase STAAR scores
- Improve Special Education population performance on STAAR
- Utilize reading and bilingual specialist for reading and writing interventions
- Tutoring Opportunities
- Purchase Materials and Resources
- Improvement of english-language learners is need on all state assessments
- Additional materials and resources for bilingual and ESL classrooms and instruction

School Culture and Climate...

- Staff and PTA must work together to raise member count.
- School need a teacher appreciation team to plan activities of demonstrations of appreciation to all educators in the building.

Staff Quality, Recruitment and Retention...

- On demand professional development sessions needs to be offered to teachers that need specific training to grow professionally.

Curriculum, Instruction, and Assessment...

- Walkthroughs must provide appropriate feedback on Learning Targets
- Intervention and enhancement groups need to be formulated in PLC based on data from teacher created assessments.
- Targeted coaches need to be provided to plan high rigor lessons based on the TEKS.
- Team of teachers will be trained for AFL and Solution Tree. Those teams will train Borman faculty staff.

Family and Community Involvement...

- Provide educative workshops for parents to promote a better understanding of student academic expectations and programs that can be used at home to increase academic performance.
- Increase parent involvement.
- Use of email, phone blasts, newsletters, and social media to communicate.

School Context and Organization...

- Increase Student attendance rate.
- Interventionist schedule to allow for Kindergarten-2nd grade support
- Implement vertical team meetings
- Improve the safety and efficiency of school operations and to provide a more consistent discipline approach

Technology...

- Promoting use of technology in the classroom in all content areas and all grade levels
- Staff development focused on integrating technology in the classroom

Campus Leadership Team (CLT)

CLT Members

Role	Name
Kinder Teacher	Caty Cobb
1st Grade Teacher	Mary Chancellor
2nd Grade Teacher	Liliana Moyers
3rd Grade Teacher	Bryan Beck
4th Grade Teacher	Jenice Murray
5th Grade Teacher	Flor Jimenez
Specials Teacher	Chris Shapley
SPED Teacher	Trey Barnes
Campus-Based Nonteaching Professional (Librarian)	Deanna Downey
Campus-Based Nonteaching Professional (IB Coordinator)	Heather Thornburg
Campus-Based Paraprofessional	Lorraine Thompson
District-Level Professional	Amy Molina
Parent Rep (PTA)	Kira Ross
Community Rep/Parent/Campus (CIS)	Alison Hosack
Community Rep (City Council)	Gerard Hudspeth
Business Rep (Farmers Insurance)	Linda Overlander
Business Rep (Mathnasium)	Beena Momin

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

Date	Time	Location
September 18, 2017	3:30 pm - 4:30 pm	Borman Library
October 23, 2017	3:30 pm - 4:30 pm	Borman Library
December 11, 2017	3:30 pm - 4:30 pm	Borman Library
January 22, 2018	3:30 pm - 4:30 pm	Borman Library
February 25, 2018	3:30 pm - 4:30 pm	Borman Library

March 19, 2018	3:30 pm - 4:30 pm	Borman Library
April 23, 2018	3:30 pm - 4:30 pm	Borman Library

Evers Park Elementary School



Campus Improvement Plan 2017-18

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Unites to achieve a common purpose and clear goals
Works collaboratively to ensure student success
Engages in ongoing professional conversation
Shows a personal commitment to student achievement
Celebrates our student and staff successes

School Vision

Growing a community of engaged and inspired learners.

School Values

We will mentor and support each other in our professional learning
We will have a positive attitude and have fun
We will base decisions on student needs
We will engage in student—focused communication that is open, honest, and respectful
We will promote our children, staff, and school throughout the community

WIG 1: Evers Park Elementary will improve our universal best practices in literacy through the use of high-quality, research-based instructional practices as evidenced by:

- 85% or more of students are On-Level by the end of the year for ELI/SELI assessments (Kinder-2nd)
- Increase the percentage of students making at least one year’s growth in Reading based on end of year STAAR 2017 by 10% in 2018: (4th) 71% had 1 or more year’s progress, 20 % had 2 year’s progress; (5th) 79 % had 1 or more year’s progress, 30 % had 2 year’s progress
- Increase the percentage of students at Approaches Grade Level Standard on Reading STAAR by 10 % in all students and all subgroups
- Increase the percentage of students (those who receive special education services) making at least one year’s growth by 15 % or more in Reading based on end of year STAAR (2017: 26%)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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<p>LEAD 1 Teachers will engage in regular Professional Learning Communities that focus on strong agendas that address one or more of the four critical questions of PLC.</p> <ul style="list-style-type: none"> ● District provided PLC days embedded in school calendar ● Campus PLC calendar with extended PLC days incorporated to allow opportunity for extended time as well as vertical PLCS ● Utilize PLC Menu ● Teachers will maintain strong agendas/minutes in their PLC folder (drive) <p>RESOURCES: Substitutes for PLC Material for Teachers</p>	<p>Classroom teachers Administrators Special Education Teachers Specialists Interventionist</p> <p>Resources: Payroll Subs for PLC Publications Supplies</p>	<p>TI: Substitutes \$10,000 Publications \$2,000</p>	<p>1 2 3 4 5 8 9</p>	<p>PLC Strong Agendas/Minutes Team Notes</p>	<p>Instructional Practices Students Outcomes</p>	<p>September: October: November: December February: April May</p>
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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>LEAD 2 Reading Cadre DHS Zone Goal (embedded in WIG1): 85 % of our kindergarten students will be reading on grade level by the EOY as measured by ELI/SELI.</p> <ul style="list-style-type: none"> ● Reading Cadre Sessions throughout the year ● Book Studies (Simple Studies, Who's Doing the Work?) <p>Resources: Reading Material/Leveled Readers, classroom library books, Lucy Calkins resources</p>	Teachers Coaches Specialist Administ rators		1 2 3 4 8 9	PLC Cadre work	Strong Agendas Literacy Walk through forms Mini-lessons planning Conferring	September: October: November: December February: April May
<p>LEAD 3 Engage in practices that create a reading culture on our campus.</p> <ul style="list-style-type: none"> ● Book Study: Book Whisperer ● Reading Incentive Program ● Specials Connection - goal will be tied to literacy <p>Resources: Book Whisperer (?)</p>	All staff	Book Whisperer (\$)		Google Classroom https://docs.google.com/document/d/1zilR5tjSDd_wyrLcXfnN0Adt8B41ZW_aSi1qaSL6wtf8/edit	Book Study	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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<p>LEAD 4 Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery teachers through collaborative work.</p> <ul style="list-style-type: none"> ● Planning meetings ● Working with students ● Modeling lessons ● PLC Work ● Campus Committee Meetings ● Teacher training ● MTSS Strategies for struggling students <p>Resources: Coaching Training - Lopez/Phillips (\$) *Addresses Missed System Safeguards</p>	<p>Math Specialist Math Coach Reading Specialist Interventionist Reading Recovery</p>	<p>SCE: \$90,000 FTEs: 1.5</p> <p>TI: \$74,980.00 FTEs:</p> <p>Coaching Training (\$)</p>	<p>2 3 9</p>	<p>PLC Classroom Observations Agendas Schedules Lesson Plans</p>	<p>Student Outcomes</p>	<p>September: some progress</p> <p>October:</p> <p>November: December</p> <p>February: April</p> <p>May</p>
<p>LEAD 5 Writing alignment across all grade levels:</p> <ul style="list-style-type: none"> ● PLC work will include analysis of student work samples to check for growth ● Writing Workshop: Lucy Calkins Units of Study (3rd & 4th grade) 	<p>Classroom teachers Specialists Interventionist</p>	<p>TI:</p>	<p>1 2 4 8 9</p>	<p>Lesson Plans Walkthroughs PLC Artifacts Writing Target Board</p>	<p>Student Products PLC Work Rubric Writing Folders TELPAS</p>	<p>September:</p> <p>October: November: December</p>

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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<p>Writing, 5th grade Reading Units of Study)</p> <ul style="list-style-type: none"> ● Writing will be displayed on teacher bulletin boards regularly, ● Teachers will utilize the appropriate district writing rubrics to give students specific feedback ● Utilize PLDS within the Writing process for our ELL students to ensure language development. <p>Resources: Lucy Calkins Up the Ladder Units of Study and Reading/Writing Strategies Books \$2269.50 *Addresses Missed System Safeguards</p>						<p>February: some progress</p> <p>April</p> <p>May</p>
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<p>LEAD 6 INTERVENTION BLOCKS built into each teacher’s master schedule</p> <ul style="list-style-type: none"> ● Determined based on student needs ● Intervention Groups (includes Gap filling, NOW intervention, and enrichment) 	Teachers Teacher	Technology Chromebooks (6200.00)	2 3 9 10	Lesson Plans Walk Throughs Aware Data Schedules	MTSS Meetings PLC	<p>September: October:</p> <p>November: December</p> <p>February: April</p>
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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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*Addresses Missed System Safeguards						May
<p>LEAD 7 Utilize special program support / special education through on-going progress monitoring of students they serve:</p> <ul style="list-style-type: none"> ● Schedules ● Attendance (both student and teacher)* ● Progress Monitoring Data <p>*Addresses Misses System Safeguards</p>	Special Program Teachers		1 2 3 8 9 10	Walk Through Data Aware Data Lesson Plans Schedules Assessment Data Attendance Data Progress Monitoring Sheets	Data from Evidence Column	September: October: November: December February: April May
<p>LEAD 8 Align resources across K-5 in order to build fact fluency/reading fluency using Imagine Math and iStation.</p> <p>Imagine Learning \$3000</p>	Teachers Administrators		1 2 3 4 5 8 9		Dependent on teacher goal	September: October: November: December February April May

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Developing bilingual teacher’s capacity to make informed decisions through collaborative professional learning communities focused on topics that include: progress monitoring of student language acquisition, making instructional decisions based on data, strategies for transfer, and ultimately transitioning students to be successful in middle school. *Addresses Missed System Safeguards	Teachers Administ rators Bilingual Dept		1 2 3 4 5 8 9	Staff Development Plan Lesson Plans Bilingual PLC Agenda	Instructional Practices ELI/SELI Reading Levels TELPAS STAAR Scores (ELL)	September: October: November: December February: April: May



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...

Lesson Study/Delivery Processes: Data gathered from team input sheets
Professional Learning Community Agendas/Work
Master Schedule
Benchmark Data
Data Notebooks
Assessment Literacy Work

Findings/Analysis

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

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

Strengths...	Needs...
UBD Planned ahead Persistence Student Conferences Building Confidence Cross Content Curr. Hooks PLC!! Differentiated Assignment/Tools	Standard Based Grading Time Specific Targets Goal Setting Safe/Positive Environment Multi-level Questioning Student Rewards Specific Feedback
	How to create a positive learning environment in specials where some of our behavior students are struggling? How to expand on higher order thinking in special areas? There needs to be consistency across each classroom.

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.)...

Being prepared ahead of time is a strength of our campus.



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...

Denton ISD Data Dashboard Data for 2013-2014, 2014-2015, 2015-2016 Texas Academic Performance Report (TAPR) 2012-2013, 2013-2014, 2014-2015 School Report Card: 2012-2013, 2013-2014, 2014-2015

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Teacher/Student ratio is smaller than district and state average. ● Overall performance has increased in the past 3 years. ● Office staff is increasing in skills in getting student information quicker ● Kindergarten enrollment has increased ● Other grade levels are stable ● Attendance rate above district and state for 3 years 	<ul style="list-style-type: none"> ● Higher Special Education enrollment than district and state (3 years) ● Higher mobility rate than district in the past 3 years ● More need for ESL teachers ● Math-standards increase and performance has decreased. ● Writing has stayed below 70%

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"> ● No direct link to class size and performance. Student growth from Reading year to year. ● Staff will need to be flexible to meet the needs of special needs and transient student population. ● Importance of community involvement to support economically disadvantaged students (families)



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...

Family and Community Events / Sign-In Sheets Parent Volunteers Rosters Mentor Lists Denton ISD Survey Data United Way of Denton County Partnership UNT and TWU Partnership

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...

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.)...

--



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...

CLT Agendas/Minutes School Committees Denton ISD Survey Data School and Community Partnerships Survey (Dissertation study) Social Media Activity/Posts
--

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...

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.)...

--



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...

Student Survey Data Discipline Referral Data

Findings/Analysis

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

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

Strengths...	Needs...
High percentage of students feel that the principal and teachers care about them. Teachers are available to help students. Students believe at a high rate that their teachers and family believe they can be successful. Students comments indicate that many see Evers as the best school!	There are a few students that do not feel safe at school. Mis-association of getting in trouble is seen as them not being a good student.

Summary of Needs

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

--



Staff 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...

AESOP Data Intervention Teacher Attendance Weekly Reports Staff Mobility/Stability Data: Teachers by Years of Experience Data from TAPR 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...

Strengths...	Needs...
Lowest absences in August/September/January/March	Improve attendance in October-December Higher absences on Fridays Higher personal days in October-December

Summary of Needs

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

Staff take less personal leave in October-December Attendance incentives for staff during October-December



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...

Texas Academic Performance Report (TAPR) 2012-2013, 2013-2014, 2014-2015 School Report Card: 2012-2013, 2013-2014, 2014-2015

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"> - White Students: consistent progress - African : some backsliding but overall progress. - Reading: 31% of student who failed 5th grade round one, passed by round 2 after accelerated instruction. <p>-65% of students met 58% /Hispanic, 65% AA, 75% White</p> <p>Support staff has noted increased confidence in students who receive interventions.</p> <p>Reading intervention (pull out) for 3rd, 4th, 5th graders has created growth for students 1, 2, or more reading levels.</p> <p>Progress on STAAR reading-State 57%</p> <p>28% of students exceed progress 29% AA, 22% Hisp, 38% White</p> <p>On STAAR Reading-State 16%</p> <p>Progress of prior Year STAAR failures-reading</p> <p>2014-All-53%, AA 56%, Hisp. 46%, White 55%</p> <p>2015-All 57%, AA--, Hisp. 65%, White 55%</p>	<p>Math unknown: has been a struggle and benchmark data is showing big struggle here (number sense, multiple step problem solving)</p> <p>Limited growth for Reading Recovery students.</p> <p>Need for consistent progress monitoring and reporting from support staff - graphs, charts, check ins.</p> <p>Need for increased communication between special programs staff and general education teachers, specifically in the area of progress monitoring and intervention planning - common planning, progress monitoring conversations in staff meetings, data meetings, common PLC times, etc.</p> <p>Need for vertical alignment in dual language program.</p> <p>Continued need for spiraling review in math classes in small groups.</p> <p>ELL and economically disadvantaged: focus on vocabulary, staff development on ell development/best strategies</p> <p>Writing was our campuses lowest performing of all subjects (14-15)</p> <p>Continue focus on tier 1 instruction and assessment literacy (using effective formative assessments for early intervention) Hispanic population :</p>

	<p>Continue focus to close the gap-Interviews, progress monitoring, mentoring</p> <p>AA, Hispanic, Econ. Dis., EII, Sped populations are struggling as compared with other data.</p> <p>Need focus on writing in K-5 as evidenced by 4th writing STAAR</p> <p>Math-</p>
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Summary of Needs

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

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Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey Data Chromebook Google Doc Request Form Data Professional Development / Training

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...

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.)...

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Summary of Priority Needs

Demographics...

Student Achievement...

School Culture and Climate...

Staff Quality, Recruitment and Retention...

Curriculum, Instruction, and Assessment...

Family and Community Involvement...

School Context and Organization...

Technology...

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Sharon Child
Teacher	Fountaine
Teacher	Hager
Teacher	Ortez
Teacher	Alive Vazquez
Teacher	Jennifer Carter
Campus-Based Nonteaching Professional	Courtney Lopez, Janie Phillips, Debbie Jimenez
Campus-Based Para or Operations Staff Rep	
District-Level Professional	Darby Ahlfinger
Parent Rep	Amber Jackson
Parent Rep	Jennifer Clark
Community Rep	Bryce Olson
Community Rep	Nancy Knox
Business Rep	
Business Rep	

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

Date	Time	Location
10/17/17	3:30-4:30 PM	Evers Park Library
11/14/17	3:30-4:30 PM	Evers Park Library
12/5/17	3:30-4:30 PM	Evers Park Library
2/6/18	3:30-4:30 PM	Evers Park Library
4/10/18	3:30-4:30 PM	Evers Park Library
May Date TBD	3:30-4:30 PM	Evers Park Library

Gonzalez School For Young Children



Campus Improvement Plan 2016-17

Table of Contents

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Collaborating with the community, families, and professionals, we will cultivate an environment that facilitates lifelong learning.

School Vision

We will nurture and guide our diverse population in a child friendly environment in order to prepare our students for future success.

School Values

G: Growing together
S: Student success
Y: Youthful mindset
C: Collaborative

WIG 1: Gonzalez SYC will increase our parent and community involvement to 33 people (10% of our population) by the end of the 2017-2018 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1) Notify parents in a variety of ways about campus and community events at the school.	Principal, Secretary, Teachers			Attendance at school events will increase to at least 20% of our student population.		
2) Notify parents about volunteer opportunities.	Teachers, PTA, Campus Administrators			Increase in number of volunteers and volunteer hours.		
3) Update DISD communications department about school events in which we need volunteer help (they can find volunteers to help at these school events).	Secretary, Principal, Courtney Martin			Increase number of volunteers to at least 33% of population.		
4) Create formal newsletter with volunteer opportunities and information from the counselor.	PTA, Secretary			More participation in school activities and counseling resources.		
5) Utilize Co-Serv and other community partnerships to reward parental involvement.	Principal			Incentives are used to reward parent involvement in school events.		
6) Utilize point system to encourage and reward parent participation in school events.	Principal, Campus office staff, PTA			At least 30% of parents will reach number of points to participate in the end of year celebration.		
7) Increase our numbers of school adopters/partners.	Courtney Martin, Lisa De Los Santos/Assistant Principal			Gain 3 school adopters by the end of the 17-18 school year.		

WIG 2: Based on the CLI Engage results, at least 85% of students will increase at least 1 level in assessed Reading and Writing areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1) Utilize reading logs to encourage parents to read at home.	Teahcers			Students will show improvement in pre-reading skills due to parents reading at home. 90% of students will have read at least 8-10 books a month with their parents as evidence by the reading logs.		
2) Utilize our Tiny Library and campus library to get books into the children's homes.	Administrators, Library Aide			Book requests are made at least monthly to update the selection of in the tiny library.		
3) Provide academic family nights or school events that support Reading and Writing activities.	Administrators. Teachers			Parent participation in these events will be at least 25% of the students in each class.		
4) Promote and support Ready Rosie as a tool for parents to work at home with their children.	Administrators, Teachers, Early Childhood Coordinator			Hold a Ready Rosie school event and track number of parents watching the videos. Continue to encourage parents to use this program, until at least 50% of parents are watching the teacher selected videos consistently.		
5) Utilize library carts and library equipment to create a portable library for parents to check out books and return books.	Library Aide, Donna Kearly (Director of Library Services), All campus staff			Library books will be checked out to at least 80-90% of our students/families.		
6) Share CLI Engage activities with parents, directed at individual remediation for each child.	Teachers			At least 50% of parents will utilize the CLI Engage activities.		

WIG 2: Based on the CLI Engage results, at least 85% of students will increase at least 1 level in assessed Reading and Writing areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
7) Utilize library volunteers to help promote getting books into the hands of the students and families.	Courtney Martin, Library Aide			We will have at least 5 consistent library volunteers by the end of the 2017-2018 school year.		



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...

CLI Assessment information

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...
Giving kudos to children and parents through seesaw app	Consistent homework Activity bank for parents More informational meetings for parents CLI in newsletter/ More communication

Summary of Needs

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

More communication and activities shared with parents through CLI engage



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...

Free and Reduced lunch percentages

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...
87 % Free and Reduced lunch- moving to universal breakfast for 2017-2018 school year	

Summary of Needs

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

--



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Volunteer hours data base

Findings/Analysis

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

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

Strengths...	Needs...
---------------------	-----------------

More communication (use televisions, email)	Formal system for getting volunteers Use social media more
---	---

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.)...

Increase social media avenues (facebook and twitter), Use Project Appleseed to solicit additional volunteers
--



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...

Community survey results

Findings/Analysis

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

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

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

Strengths...	Needs...
	Need to tell our story- advertise our campus

Summary of Needs

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

Add signage to the fence to advertise who we are. Create elevator speech and pamphlets to get word out about Gonzalez.
--



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...

Culture and Climate survey

Findings/Analysis

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

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

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

Strengths...	Needs...
Added suggestion box for parents	Recognize adopters publically Better PTA support

Summary of Needs

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

Use social media and hand-written correspondence to thank our adopters Recruit more parents for PTA
--



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...

Highly qualified status based on HQ grant

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 staff is HQ or working to be highly qualified according to TEA and HQ grant	Teachers must obtain 100 hours over next 5 years to receive HQ status

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.)...

Record of trainings



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...

CLI information/classroom portfolios

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...
CLI is a good tool to track progress Small groups can be formed using this data	Not always age appropriate

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.)...

--



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...

School inventory

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 professional staff members have laptops and ipad to use with their children and for professional use	Would like to pay for Starfall and Seesaw Add formal newsletter that has a section for the counselor and PTA

Summary of Needs

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

<p>Would like to pay for Starfall and Seesaw Add formal newsletter that has a section for the counselor and PTA</p>



Summary of Priority Needs

Demographics...

--

Student Achievement...

Understand CLI Engage platform and how to communicate all information to parents
--

School Culture and Climate...

Use social media and hand-written correspondence to thank our adopters Recruit more parents for PTA
--

Staff Quality, Recruitment and Retention...

--

Curriculum, Instruction, and Assessment...

--

Family and Community Involvement...

Education funds, etc.)...
Increase social media avenues (facebook and twitter), Use Project Appleseed to solicit additional volunteers, use of Ready Rosie to help train parents to work with children at home

School Context and Organization...

Add signage to the fence to advertise who we are. Create elevator speech and pamphlets to get word out about Gonzalez.

Technology...

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Myrna Pagan
Teacher	Bari Hulen
Teacher	Jennifer Wright
Teacher	Taryn Hope
Teacher	Ana Smith
Teacher	Rebecca Bowers
Teacher	
Campus-Based Nonteaching Professional	Monica Contreras (secretary) Sabrina Polk/ Counselor
Campus-Based Para or Operations Staff Rep	Cindy Hollandsworth and Miranda Majusiak
District-Level Professional	Mario Zavala and Courtney Martin
Parent Rep	Juli Looper
Parent Rep	Carolina Gonzalez
Community Rep	Claudia Charon
Community Rep	
Business Rep	Vicki Sargent
Business Rep	Mike Vance

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

Date	Time	Location
August 30th/ Sept. 20th	3:30	Parent Room
October 18th/Nov. 15th		
Dec. 13th/January 17th		
Feb. 21st/March 21st		
April 18th/ May 16th		

Houston Elementary School



Campus Improvement Plan 2017-18

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- VII. **Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)**
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- IX. **Campus Leadership Team**

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. Education Code 11.253(c); BQ (Legal)

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

The District's policies and procedures have established campus-level planning and decision-making committees as provided by Education Code 11.251(b)–(e). The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. Education Code 11.251(b), 11.253(b); BQB (Legal)

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

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

At Sam Houston we will inspire all students to become confident life-long learners by collaborating to provide a challenging curriculum in a safe and compassionate environment.

School Vision

Sam Houston commits to high expectations in an engaging, positive environment that encourages respectful and purposeful relationships between all members of our school community.

School Values

Caring, Enthusiastic, Friendly, Inclusive and Ambitious

WIG 1: We will raise our Index I Spring of 17 score of 84, as measured by TEA using STAAR Reading, Math, Science and Writing to 88 for Spring of 18.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The Reading and Math interventionists will work with 3rd - 5th grade students in small groups to support their academic learning needs.	Math Interventionist	SCE: \$60,000 FTEs: 1.0		Math and Reading interventionists working with students.	Students will make growth on their specific math and reading learning needs.	
Texas Academy of Math and Science Students (TAMS) will work with students to increase their competency in math and science.	Admin Classroom teachers			4th and 5th grade students and TAMS volunteers will be seen working together throughout the school day.	Students will show growth in their math skills, science skills, and in their confidence.	
Imagine Math and I-Station will be used to provide all students with direct and remedial instruction to support their learning. Students will also be provided with home logins for Imagine Math and I-Station so they can use the programs at home. *Addresses missed system safeguard	Classroom teachers			Students will be using Imagine Math and I-Station in the computer labs and in the classroom.	Students will have growth in their math skills, reading skills and in their confidence.	
All students will have purposeful activities during Success Time to support specific learning needs. *Addresses missed system safeguard	Classroom teachers			RtI Boards will reflect student needs and be used to plan activities and groups for Success Time.	Students identified as needing intervention will show growth in their specific learning need areas including math, reading, science and/or writing skills.	
Teachers will use running records to monitor reading progress and use that information for planning instruction and student feedback.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	RtI data Students will show growth in reading.	
Books will be collected at the end of the year to give to students who are Economically Disadvantaged, so they have books to read over the summer.	Administrators			Bags of books will be given to Economically Disadvantaged Students the last week of school from the Sam Houston "Book Fairy"	Students will return from summer stronger as readers from having reading materials over the summer.	
Information will be given to students and parents about how to access the resources available on our Library Webpage from home.	Classroom Teachers, Library			Information will be included in Parent FYIs, Parent Emails, on Grade level and	Students will be able to access resources and use them to improve their	

WIG 1: We will raise our Index I Spring of 17 score of 84, as measured by TEA using STAAR Reading, Math, Science and Writing to 88 for Spring of 18.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Media Specialist and Admin.			Library Webpages	reading and math skills.	
Teachers will increase their focus on Science Vocabulary.	Classroom Science Teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	Rtl data Students will show growth in science understanding.	
3rd - 5th grade teachers will incorporate Chromebooks as part of the Workshop Model in all subjects.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	Rtl data Students will show growth in reading, math, writing and/or science.	
5th grade students and teachers will prepare Science Morning for all K - 4 classrooms in May. K-4 students will participate in Science Morning.	Classroom Teachers			Science Morning	All students will be stronger in science as a result of the learning that goes on in preparation for Science Morning and from participating in Science Morning.	
Students will recommend library books to other students using written recommendation and recorded video recommendations.	Classroom Teachers and Library Media Specialist			Recommendations will be seen on the hallway boards that are on both sides of the library. Video recommendations will be added to video announcements and Tweeted on Houston Twitter.	Students will check out books they are interested in based on the recommendations of other students.	
4th grade writing teachers will attend the District 4th grade Writing Cadre	4th grade writing teachers	Substitute Costs		Teacher participation in cadre	Students will show growth in 4th grade writing.	

WIG 2: We will raise our percentage of students in K, 1 and 2 who are On-Level on the End of Year ELI from the Spring 2017 percentage of 69% to 80% for Spring 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
K - 2 Teachers will use Heggarty Phonemic Awareness, <u>Reading Strategies</u> , <u>Writing Strategies</u> and Lucy Calkins Writing and Reading to plan for instruction.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Assessments will show growth in reading levels and writing scores.	
Kindergarten, 1st and 2nd grade teachers will use Letterland for phonic instruction.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Assessments will show growth in ELI phonemic awareness areas.	
Teachers will use running records to progress monitor and provide students with specific feedback.	Classroom teachers			Lesson plans, classroom observations, PLC grade level agendas and notes	RtI data Students will show growth in reading.	
Older and younger students will be paired to provide reading support to the younger students and build confidence in older students.	Admin Classroom teachers			Pairs of students will be seen at various times working together throughout the school day.	Students will show growth in reading levels and in their confidence.	
Volunteers will read with students in small groups or individually.	Admin Classroom teachers, volunteers			Volunteers will work with students at various times throughout the school day	Students will have growth in reading levels and in their confidence.	
All students will have a purposeful and differentiated activities during Success Time to support specific learning needs. Grade level teachers will share students so specific needs of students can be met.	Admin Classroom Teachers			RtI Boards will reflect student needs and be used to plan activities and groups for Success Time.	Students identified as needing intervention will show a growth in reading.	
Students will recommend library books to other students using written recommendation and recorded video recommendations.	Classroom Teachers and Library Media Specialist			Recommendations will be seen on the hallway boards that are on both sides of the library. Video recommendations will be added to video announcements and Tweeted on Houston	Students will check out books they are interested in based on the recommendations of other students.	

WIG 2: We will raise our percentage of students in K, 1 and 2 who are On-Level on the End of Year ELI from the Spring 2017 percentage of 69% to 80% for Spring 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				Twitter.		
K - 2 teachers will use a variety of book genres for mini-lessons, read alouds and shared reading.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Students will be stronger readers of a range of genres.	
K & 1 teachers will create videos modeling reading strategies and samples of student writing as it grows throughout the year. The videos will be placed on the Houston Webpage for parents to use as models for working with their children.	Classroom Teachers			Videos on Webpage for parents to access.	Students will have growth in reading levels and in their confidence.	
2nd grade teachers will use Chromebook Reading applications to build students' reading ability.	Classroom Teachers			Lesson plans, classroom observations, PLC grade level agendas and meeting notes	Students will have growth in reading levels and in their confidence.	
The PTA will continue to raise money from different fundraising avenues to buy leveled books for our Literacy Library so students can use them as they learn to read and progress in their reading.	PTA			PTA Budget and Meeting Minutes	Students will have growth in reading levels and in their confidence.	
Books will be collected at the end of the year to give to students who are Economically Disadvantaged so they have books to read over the summer.	Administrators			Baggies of books given to Economically Disadvantaged Students the last week of school from the Sam Houston "Book Fairy"	Students will return from summer stronger as readers from having reading materials over the summer.	
Information will be given to students and parents about how to access the resources available on our Library Webpage from home.	Classroom Teachers, Library Media Specialist and Admin.			Information in Parent FYIs, Parent Emails, on Grade level and Library Webpages	Students accessing resources and using them to improve their love of reading and reading	
All K - 2 teachers will attend a Reading,	Classroom	Substitute Pay		Teachers attendance at	Teachers will improve their	

WIG 2: We will raise our percentage of students in K, 1 and 2 who are On-Level on the End of Year ELI from the Spring 2017 percentage of 69% to 80% for Spring 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Writing or Learning Leaders Cadre this year.	Teachers			cadres	practice of teaching reading and writing. Their students will be stronger readers and writers.	
The K-2 Reading Recovery Teacher and will work with students to raise their reading levels.	Reading Recovery	SCE: \$60,000 FTEs: 1.0		Reading interventionists will implement activities to build students' reading level and comprehension.	At-risk students show growth in their reading levels.	



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...

Assessment Data, School and Classroom Schedules, Vertical Teams, Staff Reflections and Collaborations

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...
Using assessments to guide instruction Vertical team collaborations Learning targets posted daily Differentiated Instruction Projected based Instruction	Resources and mini-lessons to target the needs of students Letterland for 2nd grade Parent information night

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.)...

Resources and mini-lessons to target the needs of students Letterland for 2nd grade Parent information night
--



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...

Attendance, enrollment, teacher collaboration

Findings/Analysis

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

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

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

Strengths...	Needs...
<ul style="list-style-type: none">● High expectations for all students● Identifying and meeting the needs of all accountability groups● Attendance rate	<ul style="list-style-type: none">● Incorporate a wide variety of genres that reflect the ever changing, multi-cultural demographics of our school

Summary of Needs

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

<ul style="list-style-type: none">● Incorporate a wide variety of genres that reflect the ever changing, multi-cultural demographics of our school
--



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...

Feedback, demographic data, teacher information

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"> ● Communicating with parents curriculum based videos ● Earth Day and recognition of conserving resources ● TAMS student volunteers working with students ● Parent/teacher communication about student progress ● Social media ● Parent FYI on a weekly basis 	<ul style="list-style-type: none"> ● Parent and family involvement with real life math problems in math journals ● Share writing work samples for parents to see what student writing should look like by the end of the year
---	---

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"> ● Parent and family involvement with real life math problems in math journals ● Share writing work samples for parents to see what student writing should look like by the end of the year



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...

Schedules, staff communication, rosters

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">● Vertical Team Meetings● PLC Meetings● Google Drive to share resources with other teachers● Science Morning● Seven Habits for Happy Kids	<ul style="list-style-type: none">● Implement vertical pen pals - shared writing time for students

Summary of Needs

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

<ul style="list-style-type: none">● Implement vertical pen pals - shared writing time for students
--



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Feedback data, staff collaboration

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">● Math journals● Workshop model● Hands on learning● Reading buddies● Books suggestion boards● Teacher read alouds● Seven Habits● Learning Targets	<ul style="list-style-type: none">● More STEM● More reflection time for students

Summary of Needs

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

<ul style="list-style-type: none">● More STEM● More reflection time for students



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff collaboration, Professional Development Data
--

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● UBD ● Learning Targets ● Stem Scopes ● Vertical Teams ● Writing Cadre ● Literacy Institute and leaders 	<ul style="list-style-type: none"> ● Training in math workshop model ● Bring in outside resources for teacher learning ● Divide by grade levels or groups for learning ● Seek out other literacy opportunities to strengthen our instruction ● Training for discipline programs

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"> ● Training in math workshop model ● Bring in outside resources for teacher learning ● Divide by grade levels or groups for learning ● Seek out other literacy opportunities to strengthen our instruction ● Training for discipline programs
--



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, Common Assessments

Findings/Analysis

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

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Librarians and literacy library ● Benchmark check for understanding ● Student tracking of progress ● Student opportunities: Student Council, BEE club, Yearbook, STEM camp, Chess ● Science STAAR all student category was 79% in 2016 to 83% in 2017 for all students scoring level 2. ● On Science STAAR African American students scored 53% in 2016 and increased to 75% in 2017 of students scoring level 2. ● On Science STAAR Economically Disadvantaged students scored 61% in 2016 and increased to 77% in 2017 of students scoring level 2 ● Math STAAR 4th grade all students category in 2016 80% scored level 2 and in 2017 85% scored level 2. ● Math STAAR 5th grade all students category in 2016 83% scored level 2 and in 2017 92% scored level 2. ● Reading STAAR 3rd grade African American students scored 50% in 2016 and increased to 64% in 2017 of students scoring level 2. ● Reading STAAR 4th grade Hispanic students scored 58% in 2016 and increased to 81% in 2017 of students scoring level 2. ● Reading STAAR 5th grade African American students scored 69% in 2016 and increased to 83% in 2017 of students scoring level 2. 	<ul style="list-style-type: none"> ● Variety of independent reading level assessment tools ● Writing STAAR all students category in 2016 76% scored level 2 and in 2017 74% scored level 2. ● Reading STAAR 3rd grade all students category in 2016 83% scored level 2 and in 2017 79% scored level 2. ● Reading STAAR 4th grade all students category in 2016 78% scored level 2 and in 2017 76% scored level 2. ● Reading STAAR 5th grade all students category in 2016 87% scored level 2 and in 2017 84% scored level 2. ● Math STAAR 3rd grade all students category in 2016 88% scored level 2 and in 2017 85% scored level 2.

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.)...

All student category in Reading and Writing STAAR have trended down in scores from 2016 to 2017.



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...

Staff collaboration, classroom needs

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"> ● Google Drive to share resources ● Stemscoptes ● School Tweets ● Internet Safety ● Utilize Reading activities available on our website 	<ul style="list-style-type: none"> ● Incorporate Chromebooks in workshop model ● Teaching students about Google resources available ● Using Chromebooks with the writing process ● Class Dojo

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"> ● Incorporate Chromebooks in workshop model ● Teaching students about Google resources available ● Using Chromebooks with the writing process ● Class Dojo



Summary of Priority Needs

Demographics...

Student Achievement...

School Culture and Climate...

Staff Quality, Recruitment and Retention...

Curriculum, Instruction, and Assessment...

Family and Community Involvement...

School Context and Organization...

Technology...

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Wendy Mason
Teacher	Mary Mitchell
Teacher	Paige Donahoo
Teacher	Debbie Coulter
Teacher	Melissa Gerdes
Teacher	Stacy Hays
Teacher	Johanna Gregg
Campus-Based Nonteaching Professional	Michelle McClanahan & Jessica Dean
Campus-Based Para or Operations Staff Rep	Emer Chapman
District-Level Professional	Judy Bush
Parent Rep	Sandy Morgan
Parent Rep	Courtney Adams
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
August 29	3:15	Houston Library
September 19	3:15	Houston Library
October 17	3:15	Houston Library
November 14	3:15	Houston Library
December 12	3:15	Houston Library
January 16	3:15	Houston Library

February 20	3:15	Houston Library
March 20	3:15	Houston Library
April 17	3:15	Houston Library
May 8	3:15	Houston Library

Lee Elementary School



Campus Improvement Plan 2017-18

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

School Vision

School Values

WIG 1: Lee Elementary will raise student achievement in Reading specifically in the Hispanic subpopulation by 80%. This will be evidenced by:

***K-2 ELI/SELI - 80% of students ending the year "on level"**

***3-5 - STAAR - 80% of Hispanic students will pass Reading**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Meet as a PLC weekly to look at formatives to diagnose errors and devise small groups for Tier I reteaching and scaffolding.	K-5 Teachers Admin Coaches	FTE: \$30,000 FTE: \$30,000		PLC minutes, lesson plans, progress monitoring database, reassessment data	ELI/SELI, common assessments, STAAR	October December February April
Develop Team Smart Goals and meet to discuss progress and the learning evidence that was to be obtained by the team and meet vertically to discuss.	PK-5 Teachers	T		Team goals, PLC minutes	Assessments, lesson plans	October December February April
Maintain a Progress Monitoring Database that will be used in planning and for Tier I small group support.	PK-5 Teachers			Database shared with admin and team	Assessments, lesson plans, small group work	October December February April
Plan as a team on a designated day with the coaches and ensure the formative data and best practice is being implemented..	Coaches K-5 teachers	A		Lesson plans, PM database	Assessments, lesson plans	October December February April
Implement Lucy Calkins Reading Units of Study in all grade levels. Provide supplemental supplies and materials such as Lucy Calkins UoS and books.	Teachers Reading Coach	\$10,000		Lesson plans, staff development	Classroom implementation, lesson plans	October December February April
Meet as a team to maintain the data board to ensure student growth, develop common assessments and look at pacing guides and lessons.	Teachers, Coaches Interventi onists	CNA		Assessments, lesson plans	Data board, lesson plans, assessments	October December February April
Provide daily intervention to the at-risk students using Serravallo Reading Strategies Book. Provide supplemental student support such	Interventi onists Teachers Support	FTE: \$30,00 FTE: \$30,000 AA		Serravallo lessons, PM data	Assessments, reading comprehension	October December February April

WIG 1: Lee Elementary will raise student achievement in Reading specifically in the Hispanic subpopulation by 80%. This will be evidenced by:

***K-2 ELI/SELI - 80% of students ending the year “on level”**

***3-5 - STAAR - 80% of Hispanic students will pass Reading**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
as before school, after school, and/or Saturday school tutorials.	staff	\$10,000				
Implement the Reader’s Workshop Model in all reading classes.	Teachers	C		Lesson plans, anecdotal notes, conferring sheets, small groups	Reading levels, student comprehension, running records	October December February April
Learn from the Assessment for Learning Team about learning targets, co-creating criteria, and strong and weak work and how it impacts student growth and self accountability.	AfL Team Teachers	OPD		Learning targets, professional development, student work, rubrics and criteria, walkthroughs	Assessments, walkthroughs	October December February April
Look at student work, data, and have discussions about learning and lessons as a Professional Learning Community. Attend supplemental professional development opportunities such as Lead 4Ward, Lucy Calkins and PLC training.	Teachers Admin Coaches Intervent onists Support staff	\$10,000		PLC minutes, conversations, lesson criteria	Assessments, student work, common assessment rater reliability	October December February April
Provide bi-weekly Tool Time on best practices, technology, and strategies and hold teachers accountable for implementation.	Teachers Coaches Admin Interventi onists Support staff			Professional development, walkthroughs	Assessments, student work, walkthroughs	October December February April
Share and promote the use of Ready Rosie with our parents of PK-3 students and any recommended in 4th and 5th.	Teachers Admin	PI				

WIG 2: Continue implementing Strength Based activities to increase the confidence level in our students and staff.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement lessons that will help students understand their strengths and others'.	Teachers	\$4,000 RS		Lesson plans, walkthroughs	Discussions with students, student confidence	
Provide a training to the staff that will deepen their own knowledge of their strength.	Strengths Campus Teacher				Discussions with staff, staff confidence	



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...

~Assessment for Learning
~Professional Learning Communities
~Think Through Math, iStation
~UbD Units of Study
~Common Assessments, Formative Assessments
~Scope and Sequence, Pacing Guides

- ~Grade Level Lesson Plans
- ~Reading Strategies Book: Your Everything Guide to Developing Skilled Readers
- ~Data Wall
- ~Assessments in AWARE

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"> ~Designated planning days ~Implementing Lucy Calkins lessons ~Formative Fridays-specific time to meet with grade levels to look at assessments and plan for small groups ~Learning Targets that are aligned to the TEKS 	<ul style="list-style-type: none"> ~Feedback provided to students based on data, observations, and assessments ~Continue providing intentional planning time and support for small groups ~

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.)...

Teams will continue to meet during grade level planning periods, WOW days, Formative Fridays, and PLC’s day to plan for the following:

- ~student success
- ~define the essential TEKS
- ~plan for intervention
- ~Plan for small groups
- ~Talk about kids
- ~Plan for tier 1 instruction
- ~Vertical Alignment



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...

~State Assessment Data
~Data Wall
~Formative Assessment
~Common Assessment

Findings/Analysis

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

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

Strengths...	Needs...
~Specific/intentional support for students who did not meet passing standards on the STAAR test ~Continue with regularly scheduled bilingual meetings to determine students “language of focus” and “language of testing” based on data	~Improve passing rate for ALL special education students ~Improve the passing rate for all ELL’s in reading ~Provide intentional learning opportunities to plan for small groups based on data

Summary of Needs

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

We will provide additional trainings for teacher in order to meet their needs when working with our most at risk students. We have made it a priority for special education teachers to meet with their grade levels that they are working with during grade level planning, PLC’s, and WOW days. We will continue to provide intentional oral language strategies and vocabulary development so that our bilingual students can increase their TELPAS ratings.



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...

~Sign in sheets from family nights
~Parent Feedback
~Community Engagement Survey
~Parent Teacher Conference Sign in sheet
~Community Engagement Survey
~Chess Club, Balet Folklorico, Leadership Team
~Mentors

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...
~Grade Level Parent Meetings ~Literacy Night ~Watch Dog Night ~Communication between parent & staff: Twitter, emails, newsletters, See Saw, Class Dojo, Remind 101, PTA newsletter ~Lee Mentor Program ~Community Service Projects-KBD	~Recruit more dads for Watch Dogs ~Recruit more mentors for our Lee mentoring program

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 providing parent learning opportunities through the following areas: ~Literacy Nights ~Math Nights ~Grade Level Parent Meeting Nights ~Clubs



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
~PLC Schedule
~WOW Days Schedule
~MTSS
~WOW Days
~New Teacher Mentor Program
~Duty Rosters
~Schedule for support systems

Findings/Analysis

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

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

Strengths...	Needs...
~New Teacher Mentor Program ~WOW Days-Intentional planning for grade levels with coaches ~Master Schedule	~Continue monitoring intervention students, schedules and adjustments as needed ~Continue monitoring MTSS systems in place and make adjustments as needed

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 develop our district MTSS system that will help facilitate support for our students throughout the year. Students will continue to be supported through Tier 1 instruction, small groups, interventions, and after school tutoring.



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...

~Math Learning Walks
~Reading Learning Walks
~Community Engagement Survey
~Staff Surveys

Findings/Analysis

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

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

Strengths...	Needs...
~Staff Celebration Awards ~6 weeks Awards Assemblies ~Food trucks (1 time per month) ~Treat your Friends Tuesday	~Continue to make time to celebrate teachers ~Continue to make time to celebrate Lee Elementary and our success ~Continue to make time to celebrate students

Summary of Needs

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

Continue to recognize teachers and their strengths throughout the school year by acknowledging their hard work and reinforcing the work they are doing at Lee. . Continue to encourage teachers and build upon their strengths through a variety of leadership opportunities that will showcase their strengths. Schedule team building opportunities for teachers that will reinforce positive relationships between colleagues and on grade levels.



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...

~T-TESS
~Special Program Qualifications
~Math Learning Walks
~Reading Learning Walks
~Professional Development Data

Findings/Analysis

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

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

Strengths...	Needs...
~Professional Development Data ~New Teacher Mentor ~T-TESS	~Vertical teams ~Provide opportunities for teachers to observe high quality instruction the area of their expertise

Summary of Needs

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

As a campus, we will continue to be proactive in looking at student data in math and reading to determine professional development plans for our campus and individual teachers that will impact student achievement.



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...

~Common Assessments
~ Formative Assessments
~TELPAS
~State Assessment Data

Findings/Analysis

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

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

Strengths...	Needs...
~Continue to promote reading throughout the campus ~Read Alouds ~Shared reading ~Learning target alignment with the TEK ~Planning with coaches for reading and math	~Reinforce the importance of rich vocabulary and word walls ~Reinforce the importance of a robust library in all classrooms K-5 ~Develop systems to track student reading progress from the beginning of the school year(~Increase the number SPED students that pass STAAR ~Increase the number of ELL's that pass STAAR in reading

Summary of Needs

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

Our teachers and reading coach are planning intentional, specific lessons for students using a variety of resources including Lucy Calkins. Our teachers and reading coaches have planned for and developed formative assessments to check for student learning along the way as well as common assessments to help guide instructional practices and plan for small groups. Teachers will plan for shared reading opportunities at least 1-2 times per day based on data that will reinforce reading strategies. Teachers will continue to be intentional about questioning, comprehension and read alouds.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

~Campus Sign in sheets ~District Sign in sheets
--

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...
~Think Through Math ~iStation ~Technology Tidbits ~Chromebooks-2nd-5th	~Continue reinforcing expectations for the use of TTM ~Continue reinforcing expectations for the use iStation

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 “Technology Tidbit” training for teachers to continue to enhance lessons and their technology skills . Through the use of technology, teachers can create formative assessments to check for understanding and to help plan for instruction. Continue to give students the opportunities to use technology in the classroom in a variety of ways to enhance their learning in the classroom.



Summary of Priority Needs

Demographics...

We will provide additional trainings for teacher in order to meet their needs when working with our most at risk students. We have made it a priority for special education teachers to meet with their grade levels that they are working with during grade level planning, PLC's, and WOW days. We will continue to provide intentional oral language strategies and vocabulary development so that our bilingual students can increase their TELPAS ratings.

Student Achievement...

Our teachers and reading coach are planning intentional, specific lessons for students using a variety of resources including Lucy Calkins. Our teachers and reading coaches have planned for and developed formative assessments to check for student learning along the way as well as common assessments to help guide instructional practices and plan for small groups. Teachers will plan for shared reading opportunities at least 1-2 times per day based on data that will reinforce reading strategies. Teachers will continue to be intentional about questioning, comprehension and read alouds.

School Culture and Climate...

Continue to recognize teachers and their strengths throughout the school year by acknowledging their hard work and reinforcing the work they are doing at Lee. Continue to encourage teachers and build upon their strengths through a variety of leadership opportunities that will showcase their strengths. Schedule team building opportunities for teachers that will reinforce positive relationships between colleagues and on grade levels.

Staff Quality, Recruitment and Retention...

As a campus, we will continue to be proactive in looking at student data in math and reading to determine professional development plans for our campus and individual teachers that will impact student achievement.

Curriculum, Instruction, and Assessment...

Teams will continue to meet during grade level planning periods, WOW days, Formative Fridays, and PLC's day to plan for the following:

- ~student success
- ~define the essential TEKS
- ~plan for intervention
- ~Plan for small groups
- ~Talk about kids
- ~Plan for tier 1 instruction
- ~Vertical Alignment across grade levels

Family and Community Involvement...

Continue providing parent learning opportunities through the following areas:

- ~Literacy Nights
- ~Math Nights
- ~Grade Level Parent Meeting Nights
- ~Clubs
- ~Mentors

School Context and Organization...

Continue to develop our district MTSS system that will help facilitate support for our students throughout the year. Students will continue to be supported through Tier 1 instruction, small groups, interventions, and after school tutoring.

Technology...

Continue "Technology Tidbit" training for teachers to continue to enhance lessons and technology skills. Through the use of technology, teachers can create formative assessments to check for understanding and to help plan for instruction. Continue to give students the opportunities to use technology in the classroom in a variety of ways to enhance their learning in the classroom.

Campus Leadership Team (CLT)

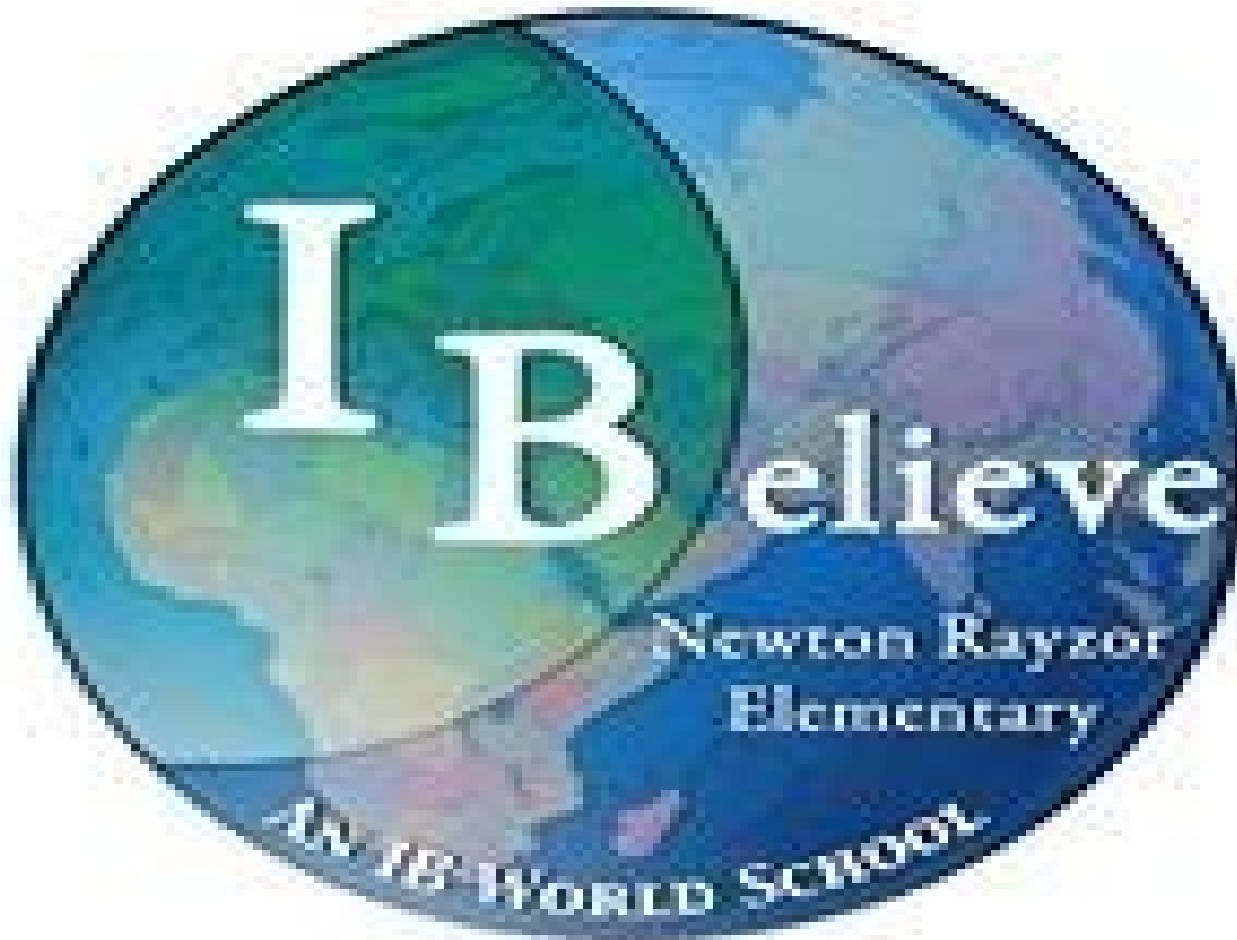
CLT Members

Role	Name
Teacher	Jeremy Wells, Kinder
Teacher	Fallon Jones, First
Teacher	Lisa Carter, Second
Teacher	Ana Haro Bartlett, Third
Teacher	Katy Watkins, Fourth
Teacher	Adan Perez, Fifth
Teacher	
Campus-Based Nonteaching Professional	Karsten Hatcher, Reading Coach
Campus-Based Para or Operations Staff Rep	
District-Level Professional	
Parent Rep	
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location

Newton Rayzor Elementary School



Campus Improvement Plan 2017-18

Newton Rayzor Elementary School

Campus Improvement Plan 2017-18

Table of Contents

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

Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

We will empower all learners to be self-motivated, internationally-minded participants in the global society.

School Vision

We will meet the needs of every student by:

- *Creating partnerships with families, businesses, and other community entities.
- *Providing instruction and using enriching, inquiry-based methods in a rigorous educational atmosphere
- *Guiding learners to embody the IB Learner Profile and display IB attitudes.
- *Modeling service to others and empowering learners to take actions.

School Values

- * Creating partnerships with families, businesses, and other community entities.
- *Providing instruction and using enriching, inquiry-based methods in a rigorous educational atmosphere
- *Guiding learners to embody the IB Learner Profile and display IB attitudes.
- *Modeling service to others and empowering learners to take actions.

WIG 1: Improve classroom instruction with integration of IB so that 80% of students will pass the reading portion of the STAAR test by May 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>IBC (Professional Learning Communities) will be held every other week to address the 4 critical question with a focus on reading.</p> <p>*15 minutes of each IBC will be devoted to improving reading instruction through professional reading and implementation of strategies with evidence/artifacts</p>	Principal, Assistant Principal, IB Coordinator		CNA, C,	Agendas, lesson plans, IBC planners	Increased student engagement and achievement	September November February April
<p>Targeted literacy instruction will be provided to all students using a variety of resources to meet the needs of each student.</p> <p>*Kindergarten Reading Cadre, Pre-K Cadre *Unit of Study- Lucy Calkins for 2nd, 3rd, 4th, and 5th *Revision of pacing guides *Running Records training *Curriculum Support from C & I</p> <p>*Addresses Missed System Safeguard</p>	Admins, Instr coaches, Reading Recovery teacher and DLL, Teachers, Students.	TI: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 1.0	CNA, A	Lesson plans, coaching schedule, IBC minutes, staff development, common assessments, Data/Action Wall, ELI, SELI , and STAAR results.	Increased student engagement and achievement	September November February April
<p>Target reading instruction so that 75% of our economically disadvantaged students pass STAAR.</p>	Admins, Coaches, Teachers		CNA	Lesson plans, coaching schedule, IBC minutes, staff development, common assessments, Data/Action Wall, ELI, SELI , and STAAR results.	Increased student engagement and achievement	September November February April
<p>Targeted writing instruction will be provided to all students using a variety of resources (Tony Stead, Lucy Calkins, Writing Cadre).</p> <p>*Addresses Missed System Safeguard</p>	Admins, Coaches, Teachers		CNA	Lessons plans, IBC agendas/notes, writing samples from students with initial writing and post writing samples.	Increased student engagement and achievement	September November February April
<p>Targeted math instruction will be provided using a variety of resources with an emphasis on increasing problem solving</p>	Admins, Instr coaches,	TI: \$30,000 FTEs: 0.5	RS	Lesson plans, coaching schedule, IBC, minutes, staff	Increased student engagement and achievement	September

WIG 1: Improve classroom instruction with integration of IB so that 80% of students will pass the reading portion of the STAAR test by May 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Skills. *Addresses Missed System Safeguard	Teachers,	SCE: \$30,000 FTEs: 0.5 TI: \$1,385		development, common assessments, , Math journals, STAAR results.		November February April
Targeted science instruction will be provided to all students using a variety of resources, including Science lab attendance weekly.	Admins, Instr coaches, Teachers,		RS	Lesson plans, IBC agendas/notes, Faculty meeting	Increase in student engagement and achievement.	September November February April
Fifth Grade students will implement Strengths Training to empower students to use their strengths to improve academic performance	Admins, Instr coaches, 5th Grade Teachers,			Lesson plans, IBC agendas/notes, Faculty meeting	Increase in student engagement and achievement.	September November February April
Teachers will implement PRIME Time Intervention/Acceleration 4X a week for 30 minutes	Admins, Instru. Coaches, Teachers		AA, RS	Lesson Plans	Increased student engagement and achievement.	September November February April
Provide supplemental materials and support for all content areas, including technology and any additional training that is needed.	Admins, Instr coaches, Teachers	TI: \$33,617 TI: \$17,588 Focus School		Purchase orders, lesson plans.	Increase in student engagement and achievement.	September November February April
District/campus experts will continue professional development in the area of assessment for learning. Focusing on: *inquiry *learning targets *co-creating criteria *strong and weak exemplars *feedback	Admins, Instr coaches, Teachers		OPD	Faculty meeting agendas, Assessment Learning Team minutes, walk-through data	Increase in student engagement and achievement.	September November February April
Provide field trips related to IB units of study		TI:		Travel Requests	Increase in student	September

WIG 1: Improve classroom instruction with integration of IB so that 80% of students will pass the reading portion of the STAAR test by May 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
for the purpose of front-loading, provocations, investigations and inquiry.		\$8,000			engagement and achievement.	November February April
Supplemental library materials.	Principal, Assistant Principal, Librarian with teacher input	T1: \$5,000		Purchase orders	Increase in student engagement and achievement.	September November February April
Monitor student growth (Universal Screeners, ELI/SELI, Common Assessments) and follow up with DMTSS meetings.	Principal, Assistant Principal		T AA	DMTSS meetings, data wall	Increase in student engagement and achievement.	September November February April
Monitor employee engagement by using the Insight Employee Engagement Survey-administer 3 times a year.	Principal, Assistant Principal			Survey	Increase in student engagement and achievement.	September November February April
Increase parent communication through parent conferences, newsletters, Curriculum parent nights, social media, positive notes home, IB profile spirit tags.	Principal, Assistant Principal		PI	Survey	Increase collaboration between parents and the school.	September November February April
A variety of parent involvement activities: Hot Dog Social, Family STEM and Literacy Night, PTA meetings, Fine Arts Night.	Principal, Assistant Principal, Teachers, Counselor , PTA	T1: \$500.00	PI	Attendance, sign-in sheets	Increase collaboration between parents and the school.	September November February April
Provide a variety of clubs to engage all students: Rayzor Runners, GOAL, Ballet Folklorico, Art Club, Chess Club, Recycling Club, Crew, Groove Squad, Goal, Tamba	Principal, Assistant Principal, Teachers			Attendance	Increase collaboration between parents and the school.	September November February April

WIG 1: Improve classroom instruction with integration of IB so that 80% of students will pass the reading portion of the STAAR test by May 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Survey parents 3x a year to determine how we are meeting the needs of our students and parents.	Principal, Assistant Principal, Teachers			Survey results	Increase collaboration between parents and the school.	September November February April



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Eduphoria
Walkthrough planning
Assessment Planning
Lesson Plans
STAAR Scores
ELI/SELI

Professional Learning Communities (Minutes)
 PYP Unit Planners
 Denton ISD Curriculum Documents
 Campus Culture and Climate Survey

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> *TEKS Alignment Documents (Roadmaps) *Collaborative lesson planning that strategic questioning focused on using inquiry model to promote student ownership *Multiple district took and planned assessments on planners that are continually adjusted to meet needs of students 	<ul style="list-style-type: none"> *Clearer expectations for data binders and modeling of strategies *More strategies for scaffolding higher order thinking *Review of existing roadmaps as a team and TEKS (grade level) every six weeks

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.)...

Clear expectations on data binders usage and modeling for disaggregating data. Professional development for higher order thinking. Grade levels to review existing roadmaps as a team each year and review.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Data Dashboard
TEA Data

Findings/Analysis

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

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

Strengths...	Needs...
Diverse Student Population	*Need more teachers that represent our community

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.)...

Population: Economically Dis.- 55% 35% Hispanic 7% Black 4% Asian 51% White Need more teacher diversity that represent our community.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey Surveys
--

Findings/Analysis

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

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

<p>Strengths</p> <ul style="list-style-type: none"> *Strong PTA that is active *Translation of all newsletters in Spanish 	<p>Needs</p> <ul style="list-style-type: none"> *More parent involvement from our other stakeholders *Translation of all items in Spanish

Summary of Needs

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

<p>*More involvement from all stakeholders in our school.</p>



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Administrative Staff Feedback Demographics TAPR

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"> *Systems in place for a strong school structure *Master schedule determined by teachers *All teachers have a voice in decision making 	<ul style="list-style-type: none"> *Continue to listen to the needs of our teachers and parents *Improve communication through newsletters and trainings

Summary of Needs

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

<ul style="list-style-type: none"> *Continue to listen to the needs of our teachers and parents *Improve communication through newsletters and trainings
--



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Feedback Survey

Findings/Analysis

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

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> *Student Engagement *Happy people *Student collaboration *Garden 	<ul style="list-style-type: none"> *Student action (showing it) *Inquiry (training, planning, implementation) *Are classroom practices aligned with mission & values? Do we practice what we preach? *Building cleanliness/maintenance

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"> *Building cleanliness (dusting, bathroom, writing, painting) *Make sure practices are aligned to mission, vision, values- IB/inquiry *Student action (displaying, “buzz”, encouraging, questioning)



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary STAAR Scores TEA Distinction Designation Summary Campus Culture and Climate Survey
--

Findings/Analysis

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

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

Strengths...	Needs...
*Instructional Coaches	*Grade level/specialized focused SD to build capacity *More IB training including site visits , IB training *Vertical Team Collaboration

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.)...

*Grade level/specialized focused SD to build capacity *More IB training including site visits , IB training *Vertical Team Collaboration
--



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TEA Accountability Summary 2016 Stoplight High School Data Overview of 2016 State Accountability System TEA Distinction Designation Summary
--

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...
*Increase in overall scores *84% overall for math	*Improve Multi-tiered system to meet the needs of our students. *Improve Reading scores for all grade levels *Close the gap for our economically disadvantaged and special education students.

Summary of Needs

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

Using MTSS, we will close the reading gap for our economically disadvantaged students.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Survey Surveys

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> *Using technology for listening/reading- TTM, Istation, Research *Balance use in some classrooms *Increased support *Teacher computers *Teachers willing to learn 	<ul style="list-style-type: none"> *More Chromebooks *Every teacher needs a laptop *Smartboards *Projectors in every room *Mandatory training in a meaningful way to incorporate Skype, Google.

Summary of Needs

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

<p>Give teachers more training/tools on how to use technology in more innovative ways - Skype internationalism</p>
--



Summary of Priority Needs

Demographics...

Clear expectations on data binders usage and modeling for disaggregating data. Professional development for higher order thinking. Grade levels to review existing roadmaps as a team each year and review.

Student Achievement...

Using MTSS, we will close the reading gap for our economically disadvantaged students.

School Culture and Climate...

- *Building cleanliness (dusting, bathroom, writing, painting)
- *Make sure practices are aligned to mission, vision, values- IB/inquiry
- *Student action (displaying, “buzz”, encouraging, questioning)

Staff Quality, Recruitment and Retention...

- *Grade level/specialized focused SD to build capacity
- *More IB training including site visits , IB training
- *Vertical Team Collaboration

Curriculum, Instruction, and Assessment...

- *Clear expectations on data binders usage and modeling for disaggregating data.
- *Professional development for higher order thinking.
- *Grade levels to review existing roadmaps as a team each year and review.

Family and Community Involvement...

- *More community involvement from all stakeholders in our school.

School Context and Organization...

- *Continue to listen to the needs of our teachers and parents.
- *Improve communication through newsletters and trainings.

Technology...

Give teachers more training/tools on how to use technology in more innovative ways.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Jannet Vasquez
Teacher	Elvia Lopez
Teacher	Misti De La Sierra
Teacher	Ivonne Huynh
Teacher	Fernando Rubio
Teacher	Rebecca Hayes
Teacher	Sandra Zarate
Campus-Based Nonteaching Professional	Kelly Born
Campus-Based Para or Operations Staff Rep	Melody Pine
District-Level Professional	Sally Brown
Parent Rep	Katie Landeck
Parent Rep	Michelle Hauck
Community Rep	Doug Giles
Community Rep	
Business Rep	David Call
Business Rep	Lily Wright

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

Date	Time	Location
September 26, 2017	3:15- 4:15	NRE Library
November 28, 2017	3:15- 4:15	NRE Library
February 20, 2018	3:15- 4:15	NRE Library
April 17, 2018	3:15- 4:15	NRE Library

WS Ryan Elementary 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

Empowering students to become innovative thinkers and lifelong learners through problem-solving, perseverance, and creativity.

School Vision

We believe that in order to support our mission, we will collaborate as a Professional Learning Community to:

- Increase student engagement through the integration of STEM in our everyday learning.
- Foster a safe and welcoming school culture and climate.
- Promote high standards by encouraging each student to reach their highest potential.
- Engage in meaningful and ongoing professional development that will have a positive impact on student learning.

School Values

Respect - We will value students' and staff's abilities, qualities, and achievements.

Diversity/Cultural Unity - We will unify our school's many cultures by modeling acceptance for all, embracing traditions, and appreciating uniqueness.

Encouragement - We will be compassionate and approachable, and provide positive motivation for success.

Perseverance - We will motivate students to show grit, embrace productive struggle, and overcome obstacles while celebrating successes along the way.

Innovation - We will promote innovation and problem solving through our STEM initiative.

Lifelong Learners - We will foster a community of intrinsically motivated citizens on the continual pursuit of knowledge.

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

- 80% of students in Grades K-2 will be on-level on ELI, SELI, Common Assessments, and Standards Based Report Card Assessments by May 2018.
- 80% of students in Grades 3-5 will be on-level on DRA and Common Assessments, and meet the passing standard on the Reading & Writing STAAR by May 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>1. Conduct PLC meetings by grade level and vertical teams each six weeks to analyze data, unpack the TEKS, plan lessons, create common assessments and rubrics, and review assessment for learning strategies. Additional time will be given each week for grade levels to continue their PLC focus, and supplemental pd opportunities will be provided.</p> <p>X Addresses missed system safeguard.</p>	Teachers, Sped Teachers, Interventionists, Coaches, Admin	Ti: \$3,500	1 2 4 7 8	<p>PLC minutes and agendas</p> <p>Classroom Walkthroughs</p> <p>Common Assessment Data</p> <p>PLC Solution Tree Teacher attendance</p>	<p>Formative & Summative Assessment Results</p> <p>2018 STAAR Results</p>	<p>October</p> <p>January</p> <p>May</p>
<p>2. Provide ongoing supplemental professional development, support, and materials for teachers to implement the Lucy Calkins Units of Study for Reading and Writing across all grade levels.</p> <p>X Addresses missed system safeguard.</p>	Teachers, Interventionists, Coaches, Admin	Ti: \$8,500	1 2 4 10	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Common Assessment Data</p>	<p>Formative & Summative Assessment Results</p> <p>2018 STAAR Results</p>	<p>October</p> <p>January</p> <p>May</p>
<p>3. Teachers will utilize the workshop model across all grade levels, and will be provided with supplemental materials, such as instructional technology, literacy materials, and manipulatives.</p>	Teachers, Coaches	Ti: \$3,379	1 2 9 10	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p>	<p>Formative & Summative Assessment Results</p> <p>T-Tess Observation Data</p>	<p>October</p> <p>January</p> <p>May</p>
<p>4. Kindergarten and Pre-K teachers will attend the Reading Cadre as an added support to implement a balanced literacy approach using workshop model. Supplemental materials, such as literacy resources, will be provided. Substitutes will be provided for teachers to attend.</p>	Kinder & PreK Teachers, Admin	Ti: \$5,500	1 2 4 7 10	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>PLC Minutes & Agenda</p> <p>Teacher Cadre Attendance/Artifacts</p>	<p>Formative & Summative Assessment Results</p> <p>ELI/SELI/CLI Engage Results</p>	<p>October</p> <p>January</p> <p>May</p>

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

- 80% of students in Grades K-2 will be on-level on ELI, SELI, Common Assessments, and Standards Based Report Card Assessments by May 2018.
- 80% of students in Grades 3-5 will be on-level on DRA and Common Assessments, and meet the passing standard on the Reading & Writing STAAR by May 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
X Addresses missed system safeguard.						
5. Provide Instructional Reading Coach/ Reading & Math Interventionists to increase teacher understanding of the depth and complexity of the TEKS, higher order thinking strategies, and assessments in the areas of Reading, Writing, Math, and Science. X Addresses missed system safeguard.	Coaches, Interventionists, Teachers, Admin	TI: \$40,751 FTE: 0.5 SCE: \$30,000 FTE: 0.5 SCE: \$30,000 FTE: 0.5	1 2 4 8 9 10	Lesson Plans PLC Minutes & Agenda	Formative & Summative Assessment Results 2018 STAAR Results	October January May
6. Teachers will continue to use strategy 1 of Assessment for Learning for all subject areas, providing clear learning targets; and will begin using strategy 2 for Writing, Using models of strong & weak work. X Addresses missed system safeguard.	Teachers, Coaches, Admin		1 2 10	Learning Targets posted in the classrooms for each lesson. Strong & Weak Work examples in the classroom Classroom Walkthroughs	Formative & Summative Assessment Results	October January May
7. Continue "Tier Time" within the school day for targeted instruction for specific student interventions across the grade levels, with supplemental materials, such as study guides, manipulatives, and literacy materials provided. X Addresses missed system safeguard.	Teachers, Special Ed Teachers, Interventionists, Admin	TI: \$6,000	1 2 9	Master Schedule Teacher & Interventionist Documentation	Formative & Summative Assessment Results 2018 STAAR Results	October January May
8. Utilize Reading Interventionist and Bilingual paraprofessional position to increase the amount of intervention support for at-risk	Reading Interventionist,	TI: \$20,000 FTE: 1.0	1 9 10	Schedules Interventionist/Coaches	Formative & Summative Assessment Results	October January

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

- 80% of students in Grades K-2 will be on-level on ELI, SELI, Common Assessments, and Standards Based Report Card Assessments by May 2018.
- 80% of students in Grades 3-5 will be on-level on DRA and Common Assessments, and meet the passing standard on the Reading & Writing STAAR by May 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
students. X Addresses missed system safeguard.	Bilingual Para			lesson plans and documentation Paraprofessional logs	2018 STAAR Results	May
9. Inform parents of curriculum expectations and provide parent updates on individual student progress through parent conferences, parent phone calls, and parent curriculum nights. X Addresses missed system safeguard	Teachers, Admin	Ti: \$1,500	1 6 7	Curriculum Night Attendance Parent Conference Logs/Minutes Calendar of Parent Events	Formative & Summative Assessment Results Culture/Climate Survey Feedback Results	October January May
10. Provide focused walkthrough classroom observations to provide feedback on instruction and progress.	Admin, Coaches		1 10	Focused Walkthrough forms and conferences Lesson Plans	Formative & Summative Assessment Results ELI/SELI/KR/Report Card Assessment Results 2018 STAAR Results	October January May
11. Provide supplemental student support, such as before-or-after-school and Saturday School tutorials for students needing interventions based on data analysis.	Teachers, Sped Teachers, Interventionists, Admin	Ti: \$20,000	1 2 8 9 10	Lesson Plans Saturday School & Tutoring Attendance	Formative & Summative Assessments 2018 STAAR Results	October January May
12. Continue our STEM journey, integrating at least one Language Arts unit with STEM this year, and continuing extra-curricular STEM clubs and family involvement, technology, and staff development.	Teachers, STEM cohort group, Coaches, Admin	Ti: \$5,500	1 2 4 6 10	3-year STEM plan Lesson Plans showing Language Arts unit integration Weekly STEM Challenges	Extra-curricular club attendance Formative & Summative Assessments Culture/Climate Survey Feedback	October January May

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

- 80% of students in Grades K-2 will be on-level on ELI, SELI, Common Assessments, and Standards Based Report Card Assessments by May 2018.
- 80% of students in Grades 3-5 will be on-level on DRA and Common Assessments, and meet the passing standard on the Reading & Writing STAAR by May 2018.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				STEM Family Night Plan Classroom Walkthroughs Extra-curricular Clubs		
13. Provide supplemental opportunities, such as field trips, to ensure a well-rounded education and provide experiences to close the opportunity gap.	Teachers, Admin		1 10	Field Trip attendance Lesson Plans	Formative & Summative Assessments	October January May

WIG 2: WS Ryan will improve the campus climate and culture by implementing a consistent and positive classroom management system across the grade levels that focuses on increasing student engagement and celebrating student successes.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1. Continue implementation of Love & Logic strategies in the classroom and faculty Love & Logic book study.	Teachers, Admin	Ti: \$500	1 2 10	Love & Logic Book Study Agenda & Minutes Classroom Walkthroughs	Reduced Discipline Referrals Campus Culture/Climate Survey Feedback	October January May
2. Continue school wide student incentive programs to celebrate, motivate, and encourage students through the Rockin' Wrangler, Kindness Drawings, End of Year Awards, and Bell Ringer Initiatives	Teachers, Admin		1 2	Rockin' Wrangler Ceremony Attendance and Celebration Wall End of Year Ceremony Attendance	Reduced Discipline Referrals Increased Attendance Campus Culture/Climate Survey Feedback	October January May
3. Teachers will participate in the Gallup Strengths Academy and take the survey to determine their top 5 strengths to be used throughout the year.	Teachers, Admin		1 2	Strengths Academy Survey participation Strengths Academy Professional Development Attendance	Increased Teacher Leader opportunities Staff Engagement Survey/Campus Culture & Climate Survey Feedback	October January May
4. 5th Grade students will participate in the Gallup Strengths Academy lessons and engagement survey.	Teachers, Admin		1 2 10	Strengths Academy Lesson Plans Classroom walkthroughs	Student Gallup Survey Reduced Discipline Referrals	October January May
5. Provide opportunities for parents of all students to participate in at least one parent/teacher conference to increase communication regarding student engagement.	Teachers, Admin		1 6	Parent Conference Logs Monthly School & Classroom Newsletters	Parent Conference Attendance Reduced Discipline Referrals Campus Culture/Climate Survey Feedback	October January May
6. Provide Love & Logic books to parents during registration and curriculum nights to encourage parent-teacher communication and consistency in behavior	Teachers, Admin	Ti: \$500	1 6	Books Purchased & Given to Parents	Campus Culture/Climate Survey Feedback Reduced Discipline Referrals	October January May

WIG 2: WS Ryan will improve the campus climate and culture by implementing a consistent and positive classroom management system across the grade levels that focuses on increasing student engagement and celebrating student successes.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
management.					Increased Attendance	
7. Citizenship Skills and CHAMPS will be highlighted through daily morning announcements, regular counselor guidance lessons, and theme days.	Teachers, Counselor, Admin		1 2	Morning Announcement Citizenship Schedule	Reduced Discipline Referrals Campus Culture/Climate Survey Feedback	October January May
8. 5th Grade Student Council "iLead" group will model citizenship skills and CHAMPS through mentoring younger students, and presentations to student groups.	Counselor, Admin		1 2 7	iLead student participation iLead schedule	Reduced discipline referrals 5th Grade Engagement Survey	October January May



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...

Grade level subject area pacing guides, PLC minutes, Lucy Calkins Units of Study resources, Common Assessment results, Classroom walkthroughs

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"> ● We began our STEM journey in 2016-2017. ● Data-driven instruction; data is used to develop intervention groups. ● PLC’s were successful in identifying at-risk students and providing necessary interventions. ● Variety of curriculum resources. ● Implemented Lucy Calkins Reading & Writing Units of Study to align vertically and provide a viable, consistent Language Arts curriculum. ● 12 Teachers attended the district’s Assessment for Learning Conference in June. 	<ul style="list-style-type: none"> ● On-going staff development needed for the Lucy Calkins units of study. ● Grade level teams need continued development in unpacking teks to align assessment and instruction. ● Continue STEM plan, integrate into units across the curriculum, continue STEM pd for all campus teachers. ● Improve our delivery of timely and effective feedback regarding student work. ● Continue working on AFL strategies of learning targets and modeling strong & weak work samples.

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"> ● Supplemental Staff Development - Title funds ● Continued professional development of PLC process and AFL strategies ● Professional development in areas of need based on data throughout the year

- Professional development in writing and reading
- Continue professional development to support 3 year initiative of STEM.

Funding for substitutes to conduct additional PLC time for data analysis and planning - Title I
Assessment resources

Additional time and support for bilingual, special education, and at-risk students

- Saturday School - state comp/Title



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, Registration info by categories and program participation, teacher-student ratios, assessment data
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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"> ● Enrollment numbers are steadily increasing, surpassed 650 in 2016-2017 and continuing to rise. ● Increased number of bilingual students identified, tested, and qualified for EXPO. ● Low mobility rate. ● High participation in Bilingual program - approximately 300 bilingual students. ● Increased the number of students identified, tested, and qualified for the Dyslexia program. ● Two new neighborhoods of approximately 300 homes are currently being built in our zone. 	<ul style="list-style-type: none"> ● There was a higher staff:student ratio in 5th grade in the 2016-2017 year - 25/26 students per class, lower Reading STAAR passing rate on Round 1. ● Title 1 campus -approximately 57% of students are Economically Disadvantaged. ● The majority of our at-risk population are our English Language Learners, almost half of our school population. ● It would be beneficial to our ELL's to have a low staff:student ratio in our bilingual classes. ● Monitor our growing population to determine staffing needs. ● There are still academic gaps between monolingual and bilingual students.

Summary of Needs

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

<ul style="list-style-type: none"> ● Continue to implement a school plan to integrate campus intervention time for all students to reduce the academic gaps between monolingual and bilingual students. ● Continue on-going sharing of student progress and instructional strategies in PLC's. ● Due to our growing population, it will be vital to monitor our enrollment to determine staffing needs. Our ELL population benefits from low staff:student ratios.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Parent feedback/Campus Culture & Climate Survey, Teacher conferences, Parent Curriculum Night attendance and feedback, PTA board feedback, Family Participation at school events, Parent Volunteer hours, Foster Grandparents, School Adopter feedback and participation

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● High PTA involvement with popular family & fundraising events, including Fall Festival, Boosterthon Fun Run, and Spring Dance. ● Community adopt-a-school partners provide many resources for our students, such as weekend food pantry backpacks, jackets & shoes for students in need, Angel Tree in December, donations of money, participation in STEM night, food/drinks for teacher appreciation. ● STEM night was a huge success this year (2016-2017); high family attendance rate was recorded. ● The Foster Grandparent Program provides valuable support in the classrooms. ● 100% attendance for Parent Conference Week. ● We have an active partnership with UNT and TWU for student teaching interns and observers. ● At least 60 Love & Logic parenting books were given to parents during registration week, aligning with the Teaching with Love & Logic book study the staff participates in. 	<ul style="list-style-type: none"> ● Increase participation and attendance in Parent Curriculum Nights; provide incentives for participation. ● Increase bilingual parent participation in PTA. ● Increase the number of chaperone volunteers for field trips & 5th grade camp. ● Increase number of volunteers on campus by encouraging families to volunteer and informing them of the process. ● Continue to work with community partners to provide valuable support to staff and students.

Summary of Needs

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

- | |
|---|
| <ul style="list-style-type: none"> ● Continue providing Academic/Family nights - Parent Involvement - Title 1 funds. ● Continue use of email, phone blasts, newsletters, and social media to communicate. |
|---|



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Master schedule, campus organizational systems, duty rosters, culture & climate survey, staff engagement survey

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● We have increased our Team Leader meetings throughout the year. ● Strong attendance in morning tutoring and Saturday School programs. ● Each grade level has a specified intervention time - Tier Time - from 30-45 minutes daily, devoted to intervention and enrichment. ● Master Schedule allows for 120 minute blocks for Language Arts for grade levels. ● Organizational committees include the Team Leader Committee (rep from each grade level), CLT (rep from each grade level), STEM committee, TCC campus rep, EIC campus rep, DOI rep, Sunshine committee. ● We've created an instructional leadership team, comprised of our coaches, interventionists, and academic teacher leaders. The ILT provides support to each grade level, as well as ongoing instructional pd & planning support to staff. 	<ul style="list-style-type: none"> ● Send a team to the PLC Institute this summer to provide teacher leaders to guide the campus PLC process. ● Increase vertical team PLC opportunities. ● Increase teacher-led staff developments on campus. ● Consider library schedule to include Kinder and 1st for special areas rotation. ● Provide additional time for further PLC work for all grade levels.

Summary of Needs

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

<ul style="list-style-type: none"> ● We plan to send more teachers to the PLC institute in the summer of 2018 - Title Funds. ● We need to increase vertical team plc opportunities, as well as teacher-led staff developments on campus. ● The library schedule should be included in the master specials schedule for at least Kindergarten and 1st grade.
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- Additional time to be provided for further PLC work in all grade levels -Title Funds.



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...

Culture/Climate Survey; Staff Engagement Survey; Conferences, Interviews with staff and parents

Findings/Analysis

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

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Increased student participation in extra-curricular clubs in grades 4-5, including: Choir, Orchestra, Runners Club, Dance Team, Yearbook Club, iLead (student council), Green Team ● Added 3rd grade girls' coding club ● Active school facebook and twitter page; increased email blasts to families throughout the year. ● STEM Night and Spring Fine Arts Performance were a huge success, with a high attendance by families, and positive feedback received. ● Faculty began Love & Logic book study to focus on creating a more consistent classroom management system across grade levels. ● Staff, families, and community members feel that the school building and grounds are clean and well-maintained, and that our school is safe. ● Both admins and 4 teachers attended the Solution Tree PLC Institute in Atlanta in June 2017. ● Staff participated in Gallup Strengths Academy pd in August 	<ul style="list-style-type: none"> ● Increase promotion of parent/family events, such as Parent Curriculum Nights, in order to increase attendance. ● Continued work on consistent classroom/behavior management, including Love & Logic and CHAMPS, to reduce discipline referrals, focus on restorative discipline, and encourage parent support & partnership related to disciplinary issues. ● Classrooms within grade levels need to align their behavior management systems for consistency. ● Increase & promote volunteer attendance on campus. ● Continue moving our PLC's from Developing to Sustaining PLC's in each grade level, and vertically. ● Pursue technology-related STEM extra-curricular clubs, such as Minecraft.

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"> ● We began our Love & Logic book study during the 2016-2017 school year, and will continue the study this year to improve our consistency with behavior management. ● We will increase our promotion of valued and popular Family Engagement events, such as Math Night, STEM Night, and PTA family events, based on feedback. ● We will continue our STEM journey with STEM-related extra-curricular clubs.
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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, T-TESS Data, Professional Development feedback
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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"> ● All teachers meet the Highly Qualified standard. Many have Master’s Degrees. At least two para’s have Master’s Degrees. At least three staff members are currently in graduate school working on their Master’s Degrees. ● Variety of experience levels on campus. ● Campus admin is part of the Bilingual Recruitment Committee, which has created a systematic bilingual recruitment and interview system designed to recruit and select the highest quality bilingual teachers. 	<ul style="list-style-type: none"> ● Consistent New Teacher Mentor program. ● Plan pd for staff based on teacher feedback and input, and aligned with campus needs.

Summary of Needs

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

<ul style="list-style-type: none"> ● We need to create a consistent mentorship program to provide support for our new teachers. ● PD should be planned with input/feedback from teachers, aligned with campus needs.
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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...

STAAR, TELPAS, ELI/SELI, Kathy Richardson Math, iStation, DRA, Grade level common assessments

Findings/Analysis

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

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● 5th Grade Math STAAR was over 80% passing, increased slightly from last year. ● 3rd Grade increased the amount of students who Mastered standards from 2016. ● Saturday School provided in Fall and Spring semesters with Title 1 funds for at-risk students in grades 3-5 ● Morning tutoring provided for grades 3-5 in the Fall and Spring. ● The school has high learning standards and expectations for all students. ● We met standard on STAAR and the state accountability system for the 3rd year in a row. 	<ul style="list-style-type: none"> ● Class sizes were high in 2016-2017 for 5th grade, and bilingual classes. ● 5th grade reading STAAR first round decreased from last year, to 68%. ● Writing scores decreased on STAAR. ● Need to increase the amount of K-2 students who are reading on level by the end of the year on ELI/SELI; provide pd and implement Lucy Calkins curriculum and Reading Cadre pd. ● Need to increase the number of students who Meet & Master standards on the STAAR. ● Need to increase the number of students who show progress measure in all subject areas on STAAR. ● Continue to implement aligned frequent common assessments in Reading, Writing, Math, and Science.

Summary of Needs

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

<ul style="list-style-type: none"> ● Continue to use state supported programs, such as station and Imagine Math - State Comp/Title Funds. ● Utilize reading and math interventions and math coach - State Comp/Title Funds. ● Continue to increase the percentage of students who reach “Met” and “Masters” standards on STAAR, as well as those who meet or exceed progress measures. ● Provide continued opportunities for additional assistance for our at-risk students, including those who are economically disadvantaged, in the special education program, and English Language Learner students - State Comp and Title Funds. ● To align with the DHS zone goal of 80% of Kindergarteners on-level by the end of the year, Kinder and PreK team will attend Reading Cadre and implement balanced literacy strategies. ● Provide pd for teachers to effectively implement the Lucy Calkins Units of Study for Reading and Writing - State Comp and Title Funds.



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...

Classroom technology lesson plans, Technology inventories, staff technology surveys, teacher participation in technology pd, 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"> ● 2nd - 5th grades Chromebook Initiative completed - each class has chromebooks, 2nd-5th grade teachers attended the training and received the set of chromebooks and cabinets. ● Several teachers attended TIA in 2016 and 2017. ● Access to aligned Reading and Math intervention programs - iStation, Imagine Math, Prodigy (Sped), Failure Free Reading (Sped), Brainpop ● 3D Printer, 3D pen, laptops, and ipads received through PTA and DPSF grants for classrooms in 2016-2017. ● Staff Technology pd provided by Instructional Technologists on campus each six weeks. ● Teachers have begun increasing their use of technology for assessment and immediate feedback, such as Kahoot, Quizlet, etc. ● Our Pre-K and PPCD classrooms each received the new touch-screen interactive board for the 2017-2018 school year. ● One computer lab is being replaced with new computers for the 2017-2018 school year. 	<ul style="list-style-type: none"> ● Need update equipment, many classroom desktops and a few projectors not working. ● Consider further software purchases for student use, such as Education Galaxy, ABC Mouse, etc, that students can use for core subject areas. ● Consider further technology purchases, such as smartboards for classrooms, ipads, chromebooks. ● Since we have begun our STEM journey, all staff should receive a variety of technology PD for assessment and core subject areas. ● Increase campus staff attendance at TIA and campus PD each six weeks. ● Need to provide evidence of implementing technology strategies learned in pd, in the classroom, especially through use of the district chromebook initiative.

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.)...

- Update current technology equipment in the classrooms - Campus and Title Funds.
- Staff development focused on integrating technology in the classroom.
- Increase staff attendance at technology conferences/pd.
- Implement use of chromebooks as instructional technology through the district chromebook initiative.



Summary of Priority Needs

Demographics...

- Continue to implement a school plan to integrate campus intervention time for all students to reduce the academic gaps between monolingual and bilingual students.
- Continue on-going sharing of student progress and instructional strategies in PLC's.
- Due to our growing population, it will be vital to monitor our enrollment to determine staffing needs. Our ELL population benefits from low staff:student ratios.

Student Achievement...

- Continue to use research-based programs, such as iStation and Imagine Math - State Comp/Title Funds.
- Utilize reading and math interventions and math coach - State Comp/Title Funds.
- Continue to increase the percentage of students who reach "Met" and "Masters" standards on STAAR, as well as those who meet or exceed progress measures.
- Provide continued opportunities for additional assistance for our at-risk students, including those who are economically disadvantaged, in the special education program, and English Language Learner students - State Comp and Title Funds.
- To align with the DHS zone goal of 80% of Kindergarteners on-level by the end of the year, Kinder and PreK team will attend Reading Cadre and implement balanced literacy strategies.
- Provide pd for teachers to effectively implement the Lucy Calkins Units of Study for Reading and Writing - State Comp and Title Funds.
- Provide supplemental learning materials - Title Funds.

School Culture and Climate...

- We began our Love & Logic book study during the 2016-2017 school year, and will continue the study this year to improve our consistency with behavior management, as well as provide parents with Love & Logic books to encourage partnership and alignment with campus behavior management plan.
- We will increase our promotion of valued and popular Family Engagement events, such as Math Night, STEM Night, and PTA family events, based on feedback.
- We will continue our STEM journey with STEM-related extra-curricular clubs.

Staff Quality, Recruitment and Retention...

- We need to create a consistent mentorship program to provide support for our new teachers.
- PD should be planned with input/feedback from teachers, aligned with campus needs.

Curriculum, Instruction, and Assessment...

- Supplemental Staff Development - Title funds
- Continued professional development of PLC process and AFL strategies
- Professional development in areas of need based on data throughout the year
- Professional development in writing and reading

Family and Community Involvement...

- Continue providing Academic/Family nights - Parent Involvement - Title 1 funds.
- Continue use of email, phone blasts, newsletters, and social media to communicate.

School Context and Organization...

- We plan to send more teachers to the PLC institute in the summer of 2018 - Title Funds.
- We need to increase vertical team plc opportunities, as well as teacher-led staff developments on campus.
- The library schedule should be included in the master specials schedule for at least Kindergarten and 1st grade.
- Additional time to be provided for further PLC work in all grade levels -Title Funds.

Technology...

- Update current technology equipment in the classrooms - Campus and Title Funds.
- Staff development focused on integrating technology in the classroom.
- Increase staff attendance at technology conferences/pd.
- Implement use of chromebooks as instructional technology through the district chromebook initiative.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Saralyn Ginnings
Teacher	Shelley Langford
Teacher	Carolina Fernandez
Teacher	Laurie Forsyth
Teacher	Beth Lopez
Teacher	Willa Kemper
Teacher	Jennifer Archuleta
Campus-Based Nonteaching Professional	Teresa Hardesty, Counselor
Campus-Based Para or Operations Staff Rep	Rosie Salinas, Bilingual Paraprofessional
District-Level Professional	Lori Hart, District Testing Coordinator
Parent Rep	Laura Cerrati
Parent Rep	
Community Rep	Dr. Maureen McGuinness, UNT Dean of Students
Community Rep	
Business Rep	Beena Momin, Mathnasium Denton
Business Rep	

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

Date	Time	Location
September 20, 2017	3:30	Library
November 8, 2017	3:30	Library
January 17, 2018	3:30	Library
March 21, 2018	3:30	Library
May 9, 2018	3:30	Library