

**2015-2016  
Campus Improvement Plan  
for  
Calhoun Middle School- An IB Middle Years Programme**

**Denton Independent School District**

## **Mission Statement**

### **Denton Independent School District's Mission Statement**

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

### **Calhoun Middle School- An IB Middle Years Programme's Mission Statement**

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 life-long love of learning, and
- Develop skills to cope with as well as productively contribute to our complex, dynamic, and multicultural society.

## Board Goals

### Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

**Campus Improvement Plan  
Calhoun Middle School- An IB Middle Years Programme**

**Progress Report Date:**

**WIG 1**

Increase in all STAAR scores by at least 5% in all Student Expectations (SE) standards as measured by the 2016 STAAR Test.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide before and after school tutorials for targeted students	Teachers & Administrators  \$10000		Sign in sheets; ARDs recommendations	Passing grades for targeted students	
Targeted Math Remediation done by objective during the school day.	Math Teachers/ Administrators  \$5000.86		Log of objectives taught and student participants	2016 Math STAAR scores	
All math, science, history, and ELA teachers shall participate in staff development and follow-up sessions with Instructional Support Teachers.	Teachers and administrators  \$10062		Eduphoria training records, meeting minutes, products created from PLC meetings	Lesson plans, PLC meeting notes, increased student scores	
Integrate technology to enhance instruction and acquire emerging forms of technology devices to decrease the teacher to device and student to device ratios, so that at-risk students have more access to online resources and opportunities for online collaboration.	Teachers  \$60,000		Teacher lesson plans, cart check out	L2L data for high levels of engagement	
The ACE Club After Program will use 7 AES2's (Academic Enrichment Specialist), and 2 certified teachers to improve reading comprehension math, and science skills for all grades during afterschool hours. ACE Club mission is to surround students with a community of support, empowering them to stay in school and achieve in life.	ACE Club Site Coordinator		Regular CISNT reports.	Improved report card grades, increase in STAAR scores	
Students, through CIS, will receive assistance with clothing and/or school supplies to address low SES. CIS will also assist with the Red Ribbon Week activities to raise drug awareness to a minimum of 75% of the student body.	CIS program manager.		Documented through program manager and CISNT data base.	Attendance records, donations, tracking and reporting.	

Staff will participate in Look 2 Learning Walk-throughs as part of their team PLC meetings	House administrators, Head of School, and teachers		Completion of L2L forms entered into our data base.	Increase in rigor of instruction	
The Classworks program and implementation plan shall be implemented for targeted students in ESL, SPED, math, science and reading	Team Leaders and House Administrators		Classworks data reports, student programming logs, master schedule changes to reflect program implementation.	Improved passing rates on report cards, common assessments and the STAAR.	
Increase parental involvement by using a variety of resources to make contact, offer parenting events, and increase PTA involvement.			Increase in PTA membership, regular and on-going communication with parents through a variety of media.	PTA minutes, increased attendance logs, School Messenger reports	
Utilize web-based learning tools (brain pop, flocabulary, IXL,) and high interest leveled books to target ELL students, math remediation, and reading remediation for our at risk students.	\$5000		Program usage reports	Aware data	
Communities in Schools will case manage up to 100 at-risk students and provide on-going services in 6 components, and provide an after school program.	Community in Schools staff		All supportive guidance services provided by the case manager, interns, mentors will be documented using the CISNT data base which is monitored through TEA	STAAR, report cards, common assessments	

**Campus Improvement Plan  
Calhoun Middle School- An IB Middle Years Programme**

**WIG 2**

Implement all IBO Middle Years Programme Standards at high levels.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All teachers will write, teach and reflect on 6 Planners.	IB Coordinator and teachers		Completion on planners; IB Coordinator notes	Reflective notes in the Planner, work samples	
2 UbD Vertical and horizontal alignment planning with departments and with DHS years 4 and 5.	IB coordinator, administrators, teachers  \$12000		Development of vertical and horizontal documents to meet IB requirements. HUB	Meet the requirements outlined by the IB Standards and Practices	
IBO Category Training for selected staff and training on and off campus for selected departments	Administrators and teachers.		IBO Category Certificates	Implementation of IB Units	
Staff members shall attend IB Team Meetings as calendared by IB Coordinator	IB Coordinator and teachers		Meeting agenda, notes .	Meet the requirements outlined by the IB Standards and Practices	
Implement Design I class campus wide	Design teachers, IB Coordinator		Master schedule	Reflections in Unit Planners, student progress in Design Cycle	
Support reading and writing in content areas	All teachers, Language and Literature Dept. Chair,		Previous STAAR results, common assessments, SRI	STAAR results	

## **Calhoun Middle School- An IB Middle Years Programme Campus Improvement Plan**

### **2015-2016 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Calhoun Middle School- An IB Middle Years Programme conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.





## Student Achievement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

**Strengths**

**Needs**

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**Summary of Needs**

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

**Strengths**

**Needs**

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## Summary of Needs

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## School Culture and Climate

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

### Potential Data Sources

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

### Strengths

### Needs

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## Summary of Needs

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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 Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

### Strengths

### Needs

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## Summary of Needs

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## Curriculum, Instruction and Assessment

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

### Potential Data Sources

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

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

### Findings/Analysis

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

**Strengths**

**Needs**

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**Summary of Needs**

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## Family and Community Involvement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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**Summary of Needs**

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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
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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**Summary of Needs**

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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.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

### Data Sources Reviewed

***The traditional way we “do school” will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent***

List the actual data sources reviewed below.

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

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**Summary of Needs**

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Comprehensive Needs Assessment Summary of Priority Needs  
Calhoun Middle School

**Demographics:**

**Student Achievement:**

**School Culture and Climate:**

**Teacher Quality:**

**Curriculum, Instruction and Assessment:**

**Family and Community Involvement:**

**School Content and Organization:**

**Technology:**

## Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1. Classroom Teacher	Gina Lea
2. Classroom Teacher	Nicholas Amendola
3. Classroom Teacher	Jason Huber
4. Classroom Teacher	Sara Bollinger
5. Classroom Teacher	Andrea Eberhard
6. Classroom Teacher	Christopher Long
7. Campus-based Nonteaching Professional	Derrick Stewart
8. Campus-based Paraprofessional and Operations Staff	Wayne Skinner
9. District-level Professional	Grace Mc Kay
10. Community Member	Joe Ader
11. Business Representative	Chris Hutton

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	Sept. 4, 2014	4- 5 p.m..	CML library
2	Nov. 20, 2014	4-5 p.m.	CMS Library
3	Jan. 22, 2015	4-5 p.m.	CMS Library
4	Mar.26, 2015	4-5 p.m.	CMS Library
5	May. 14, 2015	4-5 p.m.	CMS Library

**2015-2016  
Campus Improvement Plan  
for  
Ronny Crownover Middle School**

**Denton Independent School District**

## **Mission Statement**

### **Denton Independent School District's Mission Statement**

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

### **Ronny Crownover Middle School's Mission Statement**

At Ronny Crownover Middle School, we are committed to provide a positive and safe learning environment that encourages students to become life-long learners. We will strive to partner with parents to model and teach leadership skills, academic skills, technology utilization, and good communication. We will promote good citizenship and decision making for our diverse student population.

## Board Goals

### **Denton Independent School District's Board Goals**

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- develop and maintain a culture where learning remains our first priority
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- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
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- prepare our students to be successful in a global society while instilling an appreciation for community service

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- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
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- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
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- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

**Campus Improvement Plan  
Ronny Crownover Middle School**

**Progress Report Date:**

**WIG 1**

Crownover Middle School will decrease the academic achievement gap to 8% or less in all subgroups, including Special Education and Limited English Proficient students, while meeting a 90% Met Standard rate for all students in all content areas, and increasing our Level III Advanced Performance by 10% in all content areas as measured by state assessments.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Common assessments will be redesigned to reflect the districts' new standards-based grading policy in all grade levels and for all core subjects; teachers will assess student performance and instructional strategies each marking period through performance on campus-based common assessments.</p>	<p>Campus-based common assessments; student work samples; AWARE data; campus- based scoreboards.</p> <p>ELA/Reading, Math, Science, and Social Studies Departments; Instructional Leadership Team</p>		<p>Campus-based common assessments and answer documents; AWARE student performance data; campus-based scoreboards reflecting performance for each grade level and content disaggregated by teacher and subgroups.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples; student performance reflected on STAAR assessments</p>	
<p>Fiesta Family Night will be expanded to include activities for Math, Science, Reading, and Social Studies. This annual event will be held on Tuesday, November 11, 2014, 6-8 pm. The event is designed to bring students and families together and increase participation and performance in all academic areas.</p>	<p>Student/teacher created activities/games; community donations; primary source documents and resources; lab equipment; facilities and equipment.</p> <p>Math, Science, and Social Studies Departments; Librarian; Instructional Leadership Team; Student Teachers</p>		<p>Student/teacher created activities/games; participation logs; photos and videos.</p>	<p>Student/parent feedback (formal and informal); increased parent/family participation and communication with regard to student activities.</p>	

<p>Science instructors will collaborate with Special Ed in developing science lessons into inclusion advisory instruction one time per week.</p>	<p>Teacher-created lesson plans/activities; technology and/or student supplies; lab equipment; campus-based common assessments, and STAAR results.</p> <p>Science and Special Ed. Departments</p>		<p>Teacher-created lesson plans/activities; class lists and participation logs; trend data collected through Look 2 Learning Walks; PDAS walkthroughs and observation; and, student work samples.</p>	<p>Student/parent feedback (formal and informal); increased parent/family participation and communication with regard to student activities. Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples and lab journals; student performance reflected on STAAR assessments.</p>	
<p>Science/Math Advisory Rotation: In-school support provided for students identified through careful evaluation of data and in-class performance; three-week rotation between Science/Math instructors based on classroom/campus assessments and student growth every three weeks; 8th grade students will also rotate through 6th and 7th grade Science advisory to ensure review and retention of 6th/7th grade TEKS.</p>	<p>Region four workbooks/textbooks; UNT Xtreme Science; Science/Math curriculum guides; Measuring Up materials; Brain POP, manipulatives; lab equipment; AWARE.</p> <p>Math and Science Department; Instructional Leaders</p>		<p>Teacher-created lesson plans/activities; class lists and participation logs; trend data collected through Look 2 Learning Walks; PDAS walkthroughs and observation; and, student work samples</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples and lab journals; student performance reflected on STAAR assessments.</p>	
<p>Cowboy Crush: 13 day Countdown to STAAR. All 8th grade students will participate in TEKS- based bellringers and mini-labs to review/remediate. Science objectives for the 13 days leading up to the Science STAAR assessment.</p>	<p>Region IV workbooks; UNT Xtreme Science; Measuring Up materials; Science curriculum guides; Brain POP; Manipulatives; lab equipment and student science journals.</p> <p>Science Department</p>		<p>Teacher-created lesson plans/activities; class lists and participation logs; trend data collected through Look 2 Learning Walks; PDAS walkthroughs and observation; and, student work samples</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples and lab journals; student performance reflected on 8th Grade Science STAAR assessment.</p>	



<p>Math instructors will implement an in-school mentoring program for students who have been identified as a struggling learner. Math instructors will indicate one student they feel may benefit from building a relationship with an in-school mentor. The in-school mentor will be responsible for reaching out to the identified student at least one time per week to offer support, encouragement and guidance. In addition, math mentor &amp; student breakfast will be held one Tuesday per month at PLC. We will also have student assistants for Family Fiesta Math.</p>	<p>Tangible and intangible incentives; time. Math Department; Instructional Leadership Team; Counselors</p>		<p>Mentor contact logs; student feedback; and, student work samples</p>	<p>Student feedback from informal and formal student surveys conducted on campus; analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples; student performance reflected on STAAR assessments.</p>	
<p>Math instructors will identify academic vocabulary and TEK objective language and definitions, which will be posted on the campus scrolling announcements weekly.</p>	<p>Curriculum guides and TEKS/Student Expectations. Math Department; Mr. Garcia; Librarian</p>		<p>Academic vocabulary terms submitted for scrolling announcements weekly; trend data collect during L2L walks and PDAS walkthroughs/observations.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples; student performance reflected on STAAR assessments.</p>	
<p>MEGA Math team develops integrated math/science lessons into MEGA Math instruction one time per week.</p>	<p>Teacher-created lesson plans/activities; technology and/or student supplies; lab equipment; Classworks; campus-based common assessments, district bonus round assessments, and STAAR results. Math and Science Departments</p>		<p>Teacher-created lesson plans/activities; class lists and participation logs; trend data collected through Look 2 Learning Walks; PDAS walkthroughs and observation; and, student work samples.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples and lab journals; student performance reflected on STAAR assessments.</p>	
<p>ELA/Reading, Math, Science, and Social Studies PLC teams (campus content area and grade level content area) will continue to meet weekly to evaluate student data, lesson plans, instructional strategies, and to develop campus-based common assessments for each grade level to develop benchmarks measuring student progress.</p>	<p>Student work; teacher created assessments; unit studies; benchmarks; common assessments; data reflected in progress reports, 6-week report cards and AWARE. ELA/Reading, Math, Science, and Social Studies Departments; Instructional Leaders</p>		<p>PLC minutes and agendas; scoreboards reflecting analysis of student performance on common assessments and district benchmarks; Forethought lesson plans and activity rubrics.</p>	<p>Professional development activities driven by collaboration focused on student need; Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples and lab journals; student performance reflected on STAAR assessments.</p>	

<p>Shared lesson plans between Science and Math teachers. One time per week, Science and Math teachers will utilize designated "team" time to dialogue and share ideas about incorporating Science in Math, and Math in Science. One time per week, cross-curricular lessons will target measurement and graphing activities for students.</p>	<p>Science and Math curriculum guides; Region 4 materials; Measuring Up materials; lab equipment; campus-based common assessments, district benchmarks, and STAAR assessment results.</p> <p>Science and Math Department; Instructional Leadership Team</p>		<p>Teacher-created lesson plans/activities; class lists and participation logs; trend data collected through Look 2 Learning Walks; PDAS walkthroughs and observation; and, student work samples and lab journals.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples and lab journals; student performance reflected on STAAR assessments.</p>	
<p>Summer Enrichment for Math for Summer 2015. Students that were not proficient on the previous years' STAAR assessment, are invited to attend this event. Facilitates the beginning of new teacher/student relationships and increases confidence in math.</p>	<p>Teacher-created activities and/or purchased materials and/or games; student supplies.</p> <p>Math department.</p>		<p>Teacher-created lesson plans/activities; student perception surveys, improved performance on common assessments and STAAR.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples and feedback, student performance reflected on STAAR assessments.</p>	
<p>Guatemalan Teacher Exchange</p> <p>Student exposure to Spanish speaking teachers from another country. International awareness. Presentation to 6th grade history classes. Work with ELL students in sheltered classes daily. Participation in Fiesta Family Night. Student increased appreciation for what we have in our schools: technology and materials.</p>	<p>Hospitality. Guatemalan teachers stay with Ms. Dedijer as house guests in addition to being hosted by Crownover teachers for some after-school activities and evening dinners. Visiting teachers observe several RCMS teachers and take back ideas and strategies from their expertise.</p> <p>Ms. Zaruba visits Guatemala for two weeks in the summer and do the same in addition to leading teacher workshops.</p> <p>Campus. Math Department. Ms. Zaruba, Ms. Dedijer, and Ms. Anderson</p>		<p>ELL student created and facilitated games for Fiesta Family Night with the help of the Guatemalan teachers. Increased confidence in our Spanish speaking students.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples; student performance as reflected on 8th Grade Math STAAR assessment.</p>	

<p>6th grade Reading instructors will incorporate non-fiction stories from a variety of sources that relate to what is being taught in Science and Social Studies once per marking period; while 6th grade ELA instructors will incorporate one writing assignment per marking period that corresponds to the non-fiction story from Reading.</p>	<p>Reading passages and primary source documents from Science and Cultures and World Societies; teacher-created lessons/activities; curriculum guides; technology and/or student supplies; campus- based common assessments, district bonus round assessments, and STAAR results.</p> <p>ELA/Reading, Science, and Social Studies Departments</p>		<p>Teacher-created lesson plans/activities; class lists and participation logs; trend data collected through Look 2 Learning Walks; PDAS walkthroughs and observation; and, student work samples.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples; student performance reflected on STAAR assessments for 6th grade Reading.</p>	
<p>Dyslexia and Read 180 instructors will design phonetic instruction for students identified as struggling in reading comprehension and fluency through an ongoing referral process. Students will be provided targeted instruction a minimum of one-day per week during in-school tutoring (Advisory) and/or before/after school tutoring program.</p>	<p>Teacher-created and formal assessment instruments; teacher- created lesson plans/activities; technology and/or student supplies; campus-based common assessments, district bonus round assessments, and STAAR results.</p> <p>Dyslexia and Read 180 instructors; ELA/Reading Department; Instructional Leadership Team; Counselors</p>		<p>Teacher referral lists; teacher-created lesson plans/activities; class lists and participation logs; trend data collected through Look 2 Learning Walks; PDAS walkthroughs and observation.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks); student performance reflected on STAAR assessments in all areas for targeted students.</p>	
<p>Super Saturday Writers' Workshops for English will be provided for students identified as struggling learners. A minimum of two Super Saturday Writers' Workshops will be offered during the months of February and March.</p>	<p>Teacher-created lesson plans/activities; curriculum guides; technology and/or student supplies; campus-based common assessments, district bonus round assessments, and STAAR results.</p> <p>English Language Arts Department; Instructional Leadership Team</p>		<p>Teacher-created lesson plans/activities; student participation log; teacher participation log; student writing samples; student performance data reflected in AWARE.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples; student performance reflected on STAAR assessments for 7th grade Reading and Writing.</p>	
<p>Four times per year English Language Arts and Social Studies instructors will complete a cross-curricular unit of study with a focus on the Civil War and/or the Reconstruction.</p>	<p>Teacher-created lesson plans/activities; curriculum guides; technology and/or student supplies.</p> <p>ELA and Social Study Departments</p>		<p>Teacher-created lesson plans/activities; student work samples; trend data collected through Look 2 Learning Walks; PDAS walkthroughs and observations.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks); student performance reflected STAAR assessments for 8th grade Reading and Social Studies.</p>	

<p>A minimum of three times per year, our English Language Arts instructors will identify our struggling sub populations to target specific TEKS to reduce the achievement gap; identifying students for in-school tutoring (Advisory) rotations and targeted instruction. Tutoring groups will be re-evaluated every six weeks.</p>	<p>District benchmarks, campus- based common assessments, SRI/Lexile scores, and semester exams.</p> <p>ELA Department; Instructional Leadership Team; Counselors</p>		<p>Class lists for ELA advisories; 3-week progress reports; marking period grade reports; AWARE student performance data; PLC minutes and feedback.</p>	<p>PLC analysis of informal and formal assessments; scoreboards reflecting student performance by subgroups; increase in student performance on common assessments and district benchmarks.</p>	
<p>Performance Task: Social Studies will work to create performance task at all three grade levels that will gauge the growth of students and help develop writing.</p>	<p>Teacher-created performance tasks; curriculum guide; TEKS.</p> <p>Social Studies Department</p>		<p>Teacher-created performance tasks; 6th grade will create 2; 7th grade will create 5; and 8th grade will create 4; trend data collect during L2L walks and PDAS walkthroughs/observations</p>	<p>Analysis of student performance through rubric grading and student work samples; student performance reflected in deeper analytical writing, deeper understanding of curriculum; reflected on STAAR assessments</p>	
<p>Social Studies instructors will design lessons/performance task targeting analytical thesis writing. Social Studies instructors will work with all students in the areas of thesis writing and improved academic vocabulary.</p>	<p>Teacher generated resources; curriculum guides and TEKS; primary source documents; maps; charts; graphs.</p> <p>Social Studies Department</p>		<p>Teacher-created resources; student writing samples; student performance data; trend data collected through L2L Walks; PDAS walkthroughs and observations.</p>	<p>Analysis of student work samples and performance tasks; student performance reflected on STAAR assessments.</p>	
<p>Career and Technical Education department will expose and connect core subjects to assist in closing achievement gaps by providing matter taught with relevance, rigor and real-world application, employability skills, job-related to 21st century work skills, and career related project-based learning. Students will create, design, build, discover, collaborate and solve problems while applying cross curricular core subject matter.</p>	<p>Technology, lesson plans, formal and informal assessments, student feedback and field trips; core classes' scopes and sequences, core PLC conversations and ideas, CTE curriculum, STEM opportunities along with Denton and Corinth community resources.</p> <p>Career and Technical Education Instructors</p>		<p>Teacher created lesson plans/activities; student work samples, instructional strategies to reflect core subject applications; L2LW and PDAS walkthroughs &amp; observations. CTE PLC conversations will be driven by adjustments and implementation of instructional strategies.</p>	<p>Lesson plans, informal/formal assessments, student participation in CTE activities, student feedback and field trip participation; analysis of CTE students' performance on common assessments, district benchmarks, and STAAR assessments.</p>	

<p>Students will learn how to make wise decisions in regards to eating healthy, risky behaviors, stress management</p>	<p>Health curriculum, powerpoints, BrainPOP, guest speakers</p> <p>P.E. Teachers, SRO Nurse, Student Assistant Counselor</p>		<p>Walk-Throughs, Lesson Plans, Observations</p>	<p>Surveys, Small Groups with Counselors, Fitnessgram scores, Test scores</p>	
<p>RCMS will continue to promote a safe school climate and decrease all forms of violence by establishing expectations for behavioral norms, and by educating students about types of violence, consequences of violence, and ways to report violence. RCMS will also increase levels of safety and security that promote wellness and resilience in students.</p>	<p>Presentation of social-emotional curriculum per Texas House Bills during advisory including: HB 121 Relationship Violence, HB 1386 Suicide Prevention and Mental Health, HB 1041 Sexual Abuse/Child Abuse, HB 1942 Bullying Prevention.</p> <p>Implementation and maintenance of Champs Program</p> <p>Implementation and maintenance of Cowboys Who Care character program</p> <p>Tutorial and maintenance of Crownover Cares About Us anonymous reporting system</p> <p>Partnership with community emergency response team to conduct school lock-down drills and safety evaluations</p> <p>Continuation of skill building counseling groups</p> <p>Individual counseling offered to victims of violence and positive support for perpetrators, and bystanders.</p> <p>Increased visibility of administrative and counseling team</p> <p>Positive student/adult relationships</p> <p>Administrators, Counselors, Classroom teachers, paraprofessional staff, cafeteria staff, and janitorial staff</p>		<p>Counselor created presentations, students following CHAMPS behavioral expectations, student participation in Cowboys Who Care, student use of Crownover Cares About Us, lock-down drills conducted, counseling group attendance logs, increased visibility of administration and counseling team at duty stations, in hallways, and in the cafeteria, increased trust of adults on campus</p>	<p>Reduced acts of aggression, possible increase in reporting of aggressive acts due to increased level of comfort with adults on campus and anonymous reporting system, Crownover Cares About Us reports, discipline reports, results from social-emotional assessment, attendance records, safety evaluations</p>	

<p>Summer Enrichment for English/Reading. Two weeks in August: Tuesdays and Wednesdays 8am-12pm. Students that were not proficient on the previous years' STAAR assessment, are invited to attend this event. Facilitates the beginning of new teacher/student relationships and increases confidence in reading and writing.</p>	<p>Teacher-created activities and/or purchased materials and/or games; student supplies.</p> <p>ELAR Department: Ms. Miller, Ms Glass, Ms. Hotchkiss, Ms. Weiland, Ms. House</p>		<p>Teacher-created lesson plans/activities; student perception surveys, improved performance on common assessments and STAAR.</p>	<p>Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples and feedback, student performance reflected on STAAR assessments.</p>	
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## Campus Improvement Plan Ronny Crownover Middle School

### WIG 2

Crownover Middle School will continue to grow a campus culture that creates an environment where students' high hopes about their futures and engagement levels in our school are reflected in our Gallup Student Polls.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Math PLC team will continue to meet weekly to evaluate student data, lesson plans, instructional strategies, and to develop campus-based common assessments for each grade level to develop benchmarks measuring student progress.	Math Department and Instructional Leaders.		Common assessments will be compiled and maintained by Math department chair. Common assessments and released TAKS tests will be downloaded and analyzed in AWARE.	Student data will be analyzed and be the focal point of PLC conversations, including adjustment and implementation of instructional strategies.	
Math/Science Advisory Rotation: In-school support provided for students identified through careful evaluation of data and in-class performance; three-week rotation between Math/Science instructors based on classroom/campus assessments and student growth every three weeks.	Math/Science Department; SpEd Department; and Instructional Leaders.		Class lists for Math/Science advisories; 3-week progress reports; Report cards; Individual progress as measured on informal and formal assessments; observations and feedback.	Analysis of informal and formal assessments; reduction in achievement gap among all subgroups in benchmarking and common assessments.	
Shared lesson plans between Math and Science teachers. Math/Science teachers will utilize designated 'team' time to dialogue and share ideas about incorporating Math in Science, and Science in Math. Teachers will analyze and discuss results and plan interventions	Math/Science Department; SpEd Department; and Instructional Leaders.		Instructional strategies and lessons plans will reflect application between Math and Science studies	Observation and feedback; lesson plans; informal and formal assessments.	
Fiesta Family Math and Science Night for students and parents; incorporate games developed by For Girls Only and Guys Operating as Leaders.	Math Department; Science Department; SpEd Department; UNT PDS interns; FGO/GOL sponsors; and Instructional Leaders.		Fiesta Family Math Night is an annual event hosted at RCMS and this year's event will be held on Tuesday, November 16, 2010.	Informal and formal feedback from students and parents.	

MEGA Math Class targeting students who have been unsuccessful or low performing on the state assessment for Mathematics; identified students are grouped according to needs identified by Math objectives and rotate through a 12-week course targeting two objectives.	Math Department and Instructional Leaders.		MEGA Math is reflected on student schedules and grades are earned; progress is reported to parents and collaboration between regular math teacher and MEGA math teachers is ongoing.	Increase in student achievement is measured in regular math class; progress reports; 6-weeks report cards; campus common assessments; district benchmarks; and previous state assessments in Mathematics.	
Mathematics co-teaching support provided by SpEd teachers and ESL Math teacher; SpEd and ELL students are provided additional support based on a co-teaching model; SpEd teachers and ESL Math teacher work with general education teacher providing additional in-class support.	Math teachers; Special Education teachers; ESL Math teacher; and Instructional Leaders.		SpEd teachers and ESL Math teacher are scheduled into specific math classes to provide additional in-class support for SpEd and ELL students.	Increase in student achievement for SpEd and ELL students is measured on progress reports; 6-weeks report cards; campus common assessments; district benchmarks; and previous state assessments in Mathematics.	
Ongoing before and after school tutoring offered by individual math teachers.	Math Department and SpEd Department		Tutorial sign in sheets maintained by individual teachers.	Increase in student achievement is measured in regular math class; progress reports; 6-weeks report cards; campus common assessments; district benchmarks; and previous state assessments in Mathematics.	
Continue building academic vocabulary in math by incorporating strategies outlined in Marzano and Pickering's Building Academic Vocabulary.	Math Department and SpEd Department		Lesson plans; walk throughs and observations; informal and formal feedback.	Increase in student achievement is measured in regular math class; progress reports; 6-weeks report cards; campus common assessments; district benchmarks; and state assessments in Mathematics.	
Collaboration with Fine Arts Department to build cross-curricular activities which enhance and support all subjects.	Core Subjects; SpEd Department; and Fine Arts Departments		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.	Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results	
Regularly monitor student grades to keep students eligible to participate in extra-curricular events.	Fine Arts Departments		Number of students eligible for participation; 95% of all students participating remain eligible	Percentage of eligibility is 95% or greater; Superior ratings at festivals, contests, and UIL or similar sanctioned events	



<p>Implement math problems into PE games. Use math word problems during health when talking about nutrition, calories, and nutrition labels.</p>	<p>PE Instructors</p>		<p>Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.</p>	<p>Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results</p>	
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## **Ronny Crownover Middle School Campus Improvement Plan**

### **2015-2016 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Ronny Crownover Middle School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



## Student Achievement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

**Strengths**

**Needs**

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**Summary of Needs**

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

**Strengths**

**Needs**

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**Summary of Needs**

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## 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.

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

## Findings/Analysis

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

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

### Strengths

### Needs

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## Summary of Needs

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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 Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

### Strengths

### Needs

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## Summary of Needs

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## Curriculum, Instruction and Assessment

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

### Potential Data Sources

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

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

### Findings/Analysis

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

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

#### Strengths

#### Needs

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## Summary of Needs

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## Family and Community Involvement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

**Strengths**

**Needs**

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## Summary of Needs





## School Context and Organization

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

**Strengths**

**Needs**

## Summary of Needs

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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.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

## Data Sources Reviewed

***The traditional way we “do school” will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent***

List the actual data sources reviewed below.

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

## Findings/Analysis

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

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

### Strengths

### Needs

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## Summary of Needs

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Comprehensive Needs Assessment Summary of Priority Needs  
2010 - 2011

**Demographics:**

**Student Achievement:**

**School Culture and Climate:**

**Teacher Quality:**

**Curriculum, Instruction and Assessment:**

**Family and Community Involvement:**

**School Content and Organization:**

**Technology:**

## Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Amy Miller
2) Classroom Teacher	Tamra Woods
3) Classroom Teacher	Pat Dedijer
4) Classroom Teacher	Travis Drake
5) Classroom Teacher	Melissa Whitlock
6) Classroom Teacher	Brittany Dinsmore
7) Campus-based Nonteaching Professional	Jennifer Carter
8) Campus-based Paraprofessional and Operations Staff	Teresa Becker
9) District-level Professional	Gwen Perkins
10) Parent	Lil Martin
11) Parent	Lara Stewart
12) Community Member	Andrea Perrin
13) Community Member	Fred Perrin
14) Business Representative	Marcus Mote
15) Business Representative	Loch

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	September 26, 2013	3:45 p.m.	RCMS Library
2	October 24, 2013	3:45 p.m.	RCMS Library
3	January 30, 2014	3:45 p.m.	RCMS Library
4	March 27, 2014	3:45 p.m.	RCMS Library
5	May 22, 2014	3:45 p.m.	RCMS Library
6	September 11, 2014	3:45 p.m.	RCMS Library

**2015-2016  
Campus Improvement Plan  
for  
Harpool Middle School**

**Denton Independent School District**

## **Mission Statement**

### **Denton Independent School District's Mission Statement**

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

### **Harpool Middle School's Mission Statement**

"Parkour: Overcoming Obstacles" We must find ways to overcome obstacles to be successful.

## **Board Goals**

### **Denton Independent School District's Board Goals**

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

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

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

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

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

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

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

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

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

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

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

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



**Campus Improvement Plan  
Harpool Middle School**

**Progress Report Date:**

**WIG 1**

Harpool Middle School will increase the percentage of students that feel comfortable talking to an adult on campus from 65% to 80%

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Increase student involvement in school-sponsored activities that Harpool provides: *run club *athletics *fine arts *UIL academics *mine craft club *student council *builders club *service learning club *NJHS *robotics club *book club *FCA *yearbook *GOAL *art club *newspaper	Administration Counselor Coaches Fine Arts Directors Uil Coaches Club Sponsors		Announcements showcasing school-sponsored activities	Increase of students involved in various activities	
Students will complete the Student Involvement Survey by the end of October	ITS Counselors Administration		Survey completed	The ability to target students who are currently not involved	
Students will complete the Student Involvement Survey by the end of May	ITS Counselors Administration		Survey completed	Determine the percentage of student involvement	

Increase student recognition of school sponsored activities through announcements, social media, PTA newsletter, and hallway posters	Coaches Fine Arts Directors Club Sponsors ITS Administration		Social Media Announcements Posters Newsletter	Increase student interest and involvement in school sponsored activities	
End of the year awards pep rally or school wide video will be done to recognize students involved in various activities	Coaches Fine Arts Directors Club Sponsors ITS Administration		Pep rally or video	Increase student interest and involvement in school sponsored activities, while increasing student self confidence	
Teach Like a Pirate- train teachers on principles of the book Passion- be passionate about your subject Immersion- working with students not just commanding and instructing Rapport- build a relationship with students	administration counselors		increase positive interactions with students	students feel more comfortable initiating conversations with teachers	
Advisory Classes- smaller groups- teachers will work with students Counseling Groups- small groups Principal is calling up 3 students per day to talk to them about Harpool	Advisory teachers Counselors		small group meeting taking place	building better relationships with students	
Encourage teachers to attend after school activities to facilitate better relationships with students- Badges	administration Jennifer hutson		teacher attendance at after school event	better relationship with students	
End of the year student survey	ITS Administration		send out at the end of the year (june)	gather data from students	

## Campus Improvement Plan Harpool Middle School

### WIG 2

Increasing level 3 scores on all STAAR tests by at least 10%

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
HMS will utilize the read 180 teacher to help students that are struggling with reading.	Read 180 teacher  SCE     \$60000     FTE     1.0		Read 180 class rosters	Increase Reading STAAR Scores	
Generate a list of students that were within 5 questions from achieving level 3 on previous year's reading and math tests. (2015)	Administration		List of students	Look at level 3 scores at the end of the year with these students	
Increase engaging qualities in teacher lessons personal Response Clear/Modeled Expectations Emotional/ Intellectual Safety Learning with others Sense of audience Choice Novelty/ Variety Authenticity	Look 2 Learning cadre		look 2 learning data	increase engagement percentage	
Teach Like a Pirate- train teachers on principles of the book Passion- be passionate about your subject Immersion- working with students not just commanding and instructing Rapport- build a relationship with students Ask and Analyze- teachers will work with same grade content teachers to improve lessons Transformation- transform classroom to an environment where students want to attend Enthusiasm- be excited about your class	Administration		breakout session at the beginning of the year. ongoing training throughout the year	increase student engagement in class	

<p>Ask and Analyze- teachers will work with same grade content teachers to improve lessons Every Thursday, teachers will work with their grade level content teacher to review and improve lessons</p>	<p>grade content teachers</p>		<p>more engaging lessons</p>	<p>improved grades and STAAR Scores</p>	
<p>Immersion- working with students not just commanding and instructing</p>	<p>teachers</p>		<p>see teachers working among the students not at the front of the room</p>	<p>improved grades and STAAR Scores</p>	
<p>Administer fall benchmarks in 8th grade Science and Social Studies Science will use Common Assessments Social Studies will use Final Exam These scores will determine those students that fall within the 5 question range for level 3</p>	<p>administration 8th grade teachers</p>		<p>8th grade teachers administer assessments</p>	<p>determine level 3 bubble students from these assessments</p>	
<p>Utilize computer based programs such as TTM, IXL, Classworks to motivate students</p>	<p>Department Heads Administration</p>		<p>Usage reports</p>	<p>Increased number of students using programs</p>	

## **Harpool Middle School Campus Improvement Plan**

### **2015-2016 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Harpool Middle School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



## Student Achievement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

State Assessments- STAAR

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Common assessments

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Advance math

---

Expo referrals

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

## Findings/Analysis

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

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

**Strengths**

have large number of algebra and geometry students

have large number of expo students

Increased science STAAR scores

**Needs**

need to improve SS Staar scores

need to improve overall level 3 scores

**Summary of Needs**

need to increase level 3 scores on all STAAR tests



## Demographics:

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

Attendance rates

enrollment numbers

demographics

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

## Findings/Analysis

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

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



**Strengths**

**Needs**

high attendance rate

---

**Summary of Needs**

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## 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 surveys

parent surveys

CLT survey

parent conference feedback

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

## Findings/Analysis

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

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

### Strengths

students, parents and teachers are overall please with school culture and climate

### Needs

teachers would like to be kept in the loop in regards to discipline

communication with parents

## Summary of Needs

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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 Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

**Data Sources Reviewed**

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

List the actual data sources reviewed below.

Teacher Certification/Qualification Data	Staff Mobility/Stability
Paraprofessional and Other Staff Qualifications	Teacher-Student Ratios
PDAS and/or Other Staff Effectiveness Data	
Bilingual/ESL/, Special Education certifications	

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

## Findings/Analysis

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

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

### Strengths

All HQ teachers in classes

---

low staff mobility

---

### Needs

reduce size of science classes

---

## Summary of Needs

lower student- teacher ratios

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## Curriculum, Instruction and Assessment

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

### Potential Data Sources

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

Class, School, and Special Program Schedules

---

Common benchmark Assessments and/or Other Assessments

---

Collaborative Horizontal and Vertical Team Alignment Processes

---

Technology

---

Enrichment Course/Class Materials

---

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

## Findings/Analysis

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

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

### Strengths

### Needs

strong focus on technology

---

## Summary of Needs

---

---



## 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 achievements for all students

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

parent survey

---

Informal communication

---

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

## Findings/Analysis

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

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



**Strengths**

**Needs**

generally parents are please with harpool

---

**Summary of Needs**

---

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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
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

## Data Sources Reviewed

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

List the actual data sources reviewed below.

clt	team meetings
admin Monday meetings	communication forms

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

## Findings/Analysis

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

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

**Strengths**

**Needs**

strong leadership from all groups

---

good communication from school

---

**Summary of Needs**

---

---



## Technology

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

### Potential Data Sources

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

## Data Sources Reviewed

***The traditional way we “do school” will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent***

List the actual data sources reviewed below.

ITS needs

---

teacher needs

---

Library needs

---

Policies and procedures

---

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

## Findings/Analysis

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

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

**Strengths**

**Needs**

good base of technology

---

need to start replacing old computers (7yrs old)

---

diversify technology

---

**Summary of Needs**

---

---

Comprehensive Needs Assessment Summary of Priority Needs  
2013-14

**Demographics:**

**Student Achievement:**

need to increase level 3 scores on all STAAR tests

**School Culture and Climate:**

**Teacher Quality:**

lower student- teacher ratios

**Curriculum, Instruction and Assessment:**

**Family and Community Involvement:**

**School Content and Organization:**

**Technology:**

## Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Laura Lee, Julie Moore
2) Classroom Teacher	Christin Herron, Bryan Stone
3) Classroom Teacher	Travis Turek, Marcela Odle
4) Classroom Teacher	Emily Cooper, Ryan Guilford
5) Classroom Teacher	Jamie Shockley,
6) Classroom Teacher	Stephanie Hall
7) Campus-based Nonteaching Professional	Chavayee Johnson
8) Campus-based Paraprofessional and Operations Staff	Alex Kelley
9) District-level Professional	Shanna Mikolajchak
10) Parent	Leslie Haralson
11) Parent	
12) Community Member	Brenda Hittle
13) Community Member	
14) Business Representative	Aaron Goldstein
15) Business Representative	

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	September 10th	3:45	A109
2	October 8th	3:45	A109
3	November 12th	3:45	A109
4	December 10th	3:45	A109
5	January 14th	3:45	A109
6	February 11th	3:45	A109
7	March 11th	3:45	A109
8	April 8th	3:45	A109
9	May 13th	3:45	A109

**2015-2016  
Campus Improvement Plan  
for  
McMath Middle School**

**Denton Independent School District**



## **Mission Statement**

### **Denton Independent School District's Mission Statement**

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

### **McMath Middle School's Mission Statement**

Our mission is to collaboratively, with the families and with the community, prepare all students to become educated, healthy, productive members of society both now and in the future.

We will maintain high standards and expectations for all members of our school family and maintain a climate of caring and respect for all.

Our students will become life-long learners able to adapt to a complex, diverse and constantly changing world.

## **Board Goals**

### **Denton Independent School District's Board Goals**

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

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

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

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

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

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

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

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

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

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

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




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



**Campus Improvement Plan  
McMath Middle School**

**Progress Report Date:**

**WIG 1**

75% of all students will achieve Level I mastery on the 2016 STAAR test with Tier 1 instruction only.




Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide professional learning opportunities for all staff in PLCs and faculty meeting on best practices for instruction. Targeting formative assessments, feedback and RTI  <b>X Addresses missed system safeguard</b>	Administrators ISTs		Registration data Agendas	Look2Learning data	 <b>Oct</b> Some Progress <b>Jan</b> <b>Apr</b>
Continue to use team time and department PLC time to analyze data and plan strategic lessons to address student learning needs  <b>X Addresses missed system safeguard</b>	Administrators Team leaders Department heads		Agendas Meeting notes Aware use	Lesson plans Classroom observations Common assessment scores	 <b>Aug</b> Some Progress <b>Dec</b> <b>June</b>
All 7th grade writing teachers (including inclusion and ESL teachers) will participate in professional development to better address the needs of our SPED and ELL students. (Gretchen Bernabei, LeadForward and Jeff Anderson professional development to be included)  <b>X Addresses missed system safeguard</b>	Principal, Assistant Principal, IST, Curriculum Department		registration forms	STAAR scores Student grade reports	 <b>July</b> Some Progress <b>Dec</b> <b>June</b>
Increase writing across content areas by requiring at least three PLC meetings a semester in each content area to include this on the agenda  <b>X Addresses missed system safeguard</b>	Department Heads, Assistant Principals, Principal		PLC agenda	STAAR scores, student writing samples	<b>Aug</b> <b>Dec</b>  <b>June</b>

<p>An advisory class will be added to all 6th grade schedules to provide remedial and enrichment reading time.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>6th grade Teachers, Counselor, Principal</p>		<p>master schedule</p>	<p>STAAR scores, reading inventories, class grades</p>	<p><b>July</b>   Considerable Progress</p> <p><b>Sept</b>   Considerable Progress</p> <p><b>June</b></p>
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## Campus Improvement Plan McMath Middle School

### WIG 2





20% of the total student population will meet Level I mastery on STAAR with Tier 2 interventions.


Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Students not passing the 2015 STAAR math test will receive strategic accelerated instruction in an additional math class. LEP students will be served by an ESL teacher. SPED students will be served by a SPED teacher.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Principal Counselors Math teachers ESL teachers SPED teacher</p>		<p>Master schedule Student schedules</p>	<p>STAAR scores CW universal screener</p>	<p><b>Aug</b>  Some Progress <b>Dec</b> <b>Apr</b></p>
<p>Students reading significantly below grade level will take Failure Free Reading, position funded with At Risk money</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Principal Failure Free Reading Teacher</p> <p>SCE    \$60,000    FTE    1</p>		<p>Master Schedule Student Schedule</p>	<p>STAAR scores CW universal screener</p>	<p><b>Aug</b>  Some Progress <b>Dec</b> <b>June</b></p>
<p>40 Failure Free Reading licenses will be renewed for use in the FFR class, funded by At Risk money</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Principal, Failure Free Reading Teacher</p> <p>SCE    \$4,500</p>		<p>Purchase Order</p>	<p>STAAR scores CW reading scores</p>	<p><b>Sept</b>  Accomplished</p>
<p>Students less than 2 years below grade level will be assigned to READ 180 for remediation</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Principal, READ 180 Teacher</p>		<p>Master Schedule, Student Schedules</p>	<p>STAAR scores, SRI scores</p>	<p><b>Aug</b> <b>Dec</b> <b>June</b></p>
<p>Purchase on-line programs (Study Island, Think Through Math, etc) to support students in need of academic remediation</p>	<p>Principal</p> <p>SCE    \$2,500</p>		<p>PO</p>	<p>Assessment data. Student logins</p>	<p><b>Sept</b> <b>Feb</b> <b>June</b></p>

## Campus Improvement Plan McMath Middle School

### WIG 3

Provide McMath students an environment that supports the unique needs of the middle school child intellectually, emotionally, and socially.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue to expand transition visits with feeder elementary schools. (extra counselor visits, Special Education Teacher meetings, GOAL visits expanded to include W.S. Ryan)	Counselor, GOAL sponsors, SPED Dept. Head		Calendar, photos	Log of student contacts	Jan Mar May
Denton High School and McMath Middle School, working together will implement a transition plan for incoming 9th grade students to provide support through the first year in high school laying the foundation for graduation in four years. (MMS SAC counselor will attend Freshman Day, spend at least one day a month on the DHS campus to meet with former students, and will be available to meet individually with students as needed)	DHS Principal MMS Principal MMS SAC Counselor		Calendar, Sign in at DHS	Graduation rates for MMS students at DHS	 Aug Some Progress Jan May
Students will be encouraged to participate in academic, athletic and fine art UIL events as well as NJHS, StuCo, and other campus organizations.	Teachers, UIL coordinator, Coaches		Rosters, Social Media	Awards earned	 Aug Some Progress Dec Apr
All staff members will be trained by Project Adam in compression only CPR. Any student who wants to participate in screening for risk of sudden cardiac arrest will be assessed.	PE Teachers, Project Adam, Nurse		Consent forms, Screening data	Screening data	 Aug Some Progress Oct
Campus ESL staff will sponsor family nights at least once a semester	ESL Teachers, Counselor, Administration		Invitations	Sign in sheets, Social Media	 Sept Some Progress May

Restorative practices will continue in phase two with training of staff and preliminary implementation of student interventions in 6th grade	Assistant Principal, Teachers, Counselors		PO for training materials, Student notes from 6th grade	identified cadre of teachers to implement phase three next year	 <p><b>Aug</b> Some Progress</p> <p><b>Feb</b></p> <p><b>May</b></p>
Makerspace will be developed and introduced to students	Campus Technology Team, Principal		PO for supplies, Student information materials	Functioning space in library being used by students	<p><b>Oct</b></p> <p><b>June</b></p>



## **McMath Middle School Campus Improvement Plan**

### **2015-2016 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at McMath Middle School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



## Student Achievement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

Common assessments \_\_\_\_\_

STAAR scores \_\_\_\_\_

Classworks screener \_\_\_\_\_

TELPAS scores \_\_\_\_\_

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

## Findings/Analysis

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

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

### Strengths

Good gains in all content areas

Good integration of standards based instruction

Good support from district curriculum office

Good professional development in analyzing data and using results to drive instruction

Good reports from Mrs. Meza

Good support from Dr. Hicks

### Needs

Continue parent STAAR night and expand to other grade levels

Time to collaborate with other middle schools in district

IST in Social Studies

### Summary of Needs

Instrucitonal Support Teacher in Social Studies

PTA support for parent STAAR nights



**Demographics:**

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

Potential Data Sources:

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

**Data Sources Reviewed**

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

List the actual data sources reviewed below.

Class Lists	
Attendance reports	
PEIMS data	
Anecdotal evidence	

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

**Findings/Analysis**

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

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

**Strengths**

Consistently high daily attendance

---

Increased representation of all subgroups in advanced classes and EXPO

---

**Needs**

Increased numbers of ESL and SPED identified students in the incoming 6th grade class

---

**Summary of Needs**

Possible re-evaluation of staffing and programming for the increased numbers of ESL and SPED identified students.

---

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## 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.

Teacher Questionnaires

_____	_____
Student and Teacher Surveys	_____
Look2Learning data	_____
Data from Parent Conferences	_____
Parent Feedback data	_____

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

## Findings/Analysis

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

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

## Strengths

Campus security, the collective promotion of a safe environment

---

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

---

Technology is readily accessible to staff

---

Excellent communication between teachers and parents

---

Regular maintenance and upkeep of facilities

---

## Needs

Student access to technology--low income students lack internet service

---

Refurbish the student bathrooms, it has been 18 years since they were new and it shows

---

Solve the problem of back flow of sewer drains and minimize the odor downstairs

---

## Summary of Needs

The consensus of students and teachers was that they felt very safe on campus. Students also reported that their teachers created a safe learning environment in the classrooms. Most students reported that there was not a major bullying problem on campus, but were aware of other students being bullied. Although there is an anonymous reporting process in place, the students would like a campus level reporting process for the students who do not want to make a report to an adult.

---

The campus needs at least 10 additional security cameras to adequately cover the property. With the use of the facility by Parks and Recreation, there are often people here when there are no DISD staff around and the cameras are helpful in reducing vandalism. We also need a contract with Denton Parks and Recreation to legally define expectations and compensation for the use of the building.

---

The TAC communication system has greatly improved teacher-parent communication. There have been issues of parents not maintaining an email address through out the school year to facilitate communication....but the vast majority of parents do stay in constant contact with the teachers.

---

McMath was built 18 years ago and has had no repairs/renovations of the student restrooms in that time. The classrooms and hallways have not ever been painted by the district. Parents, teachers and students have expressed concern that as new buildings are being built it appears that older buildings are falling behind in maintenance.

---



**Staff Quality, Recruitment and Retention**

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

Potential Data Sources

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

**Data Sources Reviewed**

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

List the actual data sources reviewed below.

Teacher rosters for past 5 years	_____
Teacher certification	_____
_____	_____
Teacher Suvey	_____

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

**Findings/Analysis**

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

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



**Strengths**

Low turnover of staff

---

Teachers are all highly qualified for teaching assignment

---

Teachers overwhelming report that they like to come to work

---

Teachers are not micromanaged and are allowed to become campus leaders

---

Collaborative climate

---

**Needs**

Recruit qualified African American and Hispanic possible whenever possible

---

**Summary of Needs**

Maintain climate of building

---

Continue to provide relevant professional development

---

Actively recruit QUALIFIED African American and Hispanic staff whenever possible

---



## Curriculum, Instruction and Assessment

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

### Potential Data Sources

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

Common Assessments \_\_\_\_\_

L2L walks data \_\_\_\_\_

Student Surveys \_\_\_\_\_

STAAR results \_\_\_\_\_

PLC notes \_\_\_\_\_

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

## Findings/Analysis

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

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

### Strengths

Regular analysis of common assessments

---

Curriculum writing committee meetings

---

Teacher made assessments are well constructed, valid and reliable

---

Experience professional staff trained in standards based instruction/assessment

---

Weekly collaboration in grade level subject areas to review standards and create instructional strategies

---

Utilization of STAAR materials and data to establish sufficient rigor in instruction

---

### Needs

Organize instructional resources in one accessible location

---

Additional training in Understanding by Design

---

Improve student self assessment/reflection skills

---

Evaluate the usefulness the Look2Learning walks for the future

---

An additional content FTE

---

## Summary of Needs

Professional development in Understanding by Design, formative assessments, feedback, and student motivation

---

Additional staff...we know that is not possible but it is perceived as a need by the faculty

---



## Family and Community Involvement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

Social media, school website, team letters, weekly email from school

---

PTA input

---

Sign in sheets for Open House

---

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

## Findings/Analysis

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

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

**Strengths**

Good attendance rate due to communication with families

Strong PTA presence on campus

Very high attendance at Saturday Open House in August

Very good support from volunteers and adopt-a-school sponsors

Dr. and Dr. Goff volunteer to present the program on teen sexuality, drugs and alcohol to all 8th graders

**Needs**

Translation for ALL of our ESL students, not just Spanish, at parent meetings and in printed information

Host events to increase the attendance of ESL parents at school curriculum nights/meetings

**Summary of Needs**

We are very fortunate to have a highly supportive family and community base. We want to continue working to include more parents in our activities by targeting ELL families needs and offering evening events for those families to include the native speaker families also.



## School Context and Organization

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

PLC agendas and notes

---

Master Schedule/student schedules

---

Duty rosters

---

Formal and informal communication

---

CLT meeting notes

---

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

## Findings/Analysis

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

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

### Strengths

Many teacher leaders on campus

---

Effective communication between all stake holders

---

Organized duty stations and emergency procedures make the campus feel safe

---

Teams and Team meeting times support effective learning

---

Organized and effective staff meetings, PLCs, and professional development opportunities

---

Great spirit of collaboration among staff

---

### Needs

Translation for TAC emails

---

Parent use of HAC

---

## Summary of Needs

Improved communication with the ESL population

---

A significant number of parents do not have access to internet to use HAC effectively

---



## Technology

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

### Potential Data Sources

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

### Data Sources Reviewed

***The traditional way we “do school” will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent***

List the actual data sources reviewed below.

Professional Development data \_\_\_\_\_

Computer lab/cart use data \_\_\_\_\_

Student assessment data \_\_\_\_\_

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

### Findings/Analysis

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

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



## Strengths

Leadership compounded by administrative push by MODELING at McMath is outstanding

---

ITS and CT are very responsive to staff needs

---

High teacher attendance at TIA

---

New classroom cart of Chromebooks was purchased last year.

---

## Needs

Upgraded computers...the campus budget is completely inadequate to to update the computers on campus. The district needs to create an ongoing plan to provide updated technology to existing campuses...there is a big gap between the older and the new campuses in technology

---

Increased mini-sessions on basic computer skills like EXCEL would support the needs of the teachers

---

Increase the number of 6th graders taking basic keyboarding

---

Slow processing speed increases student frustration level when using technology

---

## Summary of Needs

Updated computers...beyond the scope of what the campus can afford

---

District wide plan for replacing technology

---

Specific software needs available from campus ITS

---

Re-evaluation by district of the ITS position...they are shared with elementary schools and that causes some problems with availability

---

## Comprehensive Needs Assessment Summary of Priority Needs McMath Middle School

### Demographics:

Possible re-evaluation of staffing and programming for the increased numbers of ESL and SPED identified students.

### School Culture and Climate:

The consensus of students and teachers was that they felt very safe on campus. Students also reported that their teachers created a safe learning environment in the classrooms. Most students reported that there was not a major bullying problem on campus, but were aware of other students being bullied. Although there is an anonymous reporting process in place, the students would like a campus level reporting process for the students who do not want to make a report to an adult.

The campus needs at least 10 additional security cameras to adequately cover the property. With the use of the facility by Parks and Recreation, there are often people here when there are no DISD staff around and the cameras are helpful in reducing vandalism. We also need a contract with Denton Parks and Recreation to legally define expectations and compensation for the use of the building.

The TAC communication system has greatly improved teacher-parent communication. There have been issues of parents not maintaining an email address through out the school year to facilitate communication....but the vast majority of parents do stay in constant contact with the teachers.

McMath was built 18 years ago and has had no repairs/renovations of the student restrooms in that time. The classrooms and hallways have not ever been painted by the district. Parents, teachers and students have expressed concern that as new buildings are being built it appears that older buildings are falling behind in maintenance.

### Student Achievement:

Instrucional Support Teacher in Social Studies

PTA support for parent STAAR nights

### Teacher Quality:

Maintain climate of building

Continue to provide relevant professional development

Actively recruit QUALIFIED African American and Hispanic staff whenever possible

**Curriculum, Instruction and Assessment:**

Professional development in Understanding by Design, formative assessments, feedback, and student motivation

Additional staff...we know that is not possible but it is perceived as a need by the faculty

**School Content and Organization:**

Improved communication with the ESL population

A significant number of parents do not have access to internet to use HAC effectively

**Family and Community Involvement:**

We are very fortunate to have a highly supportive family and community base. We want to continue working to include more parents in our activities by targeting ELL families needs and offering evening events for those families to include the native speaker families also.

**Technology:**

Updated computers...beyond the scope of what the campus can afford

District wide plan for replacing technology

Specific software needs available from campus ITS

Re-evaluation by district of the ITS position...they are shared with elementary schools and that causes some problems with availability

## Campus Leadership Team (CLT)

<b>Campus Leadership Team (CLT) Composition</b>	
<b>Position of CLT Member</b>	<b>Name of CLT Member</b>
1) Classroom Teacher	Nancy Cortes
2) Classroom Teacher	Tiffany Bluit
3) Classroom Teacher	Tessa Baker
4) Classroom Teacher	Tim Threlfall
5) Classroom Teacher	Nonie Phillips
6) Classroom Teacher	Tim Threlfall
7) Campus-based Nonteaching Professional	Anna Modrow
8) Campus-based Paraprofessional and Operations Staff	Roman Herrera
9) District-level Professional	Vicky Christenson
10) Parent	filled by PTA
11) Parent	Lynn Ryson
12) Community Member	Gene Holloway Sr
13) Community Member	Bill Reed
14) Business Representative	Jason Holland
15) Business Representative	open--seeking volunteer

**2015-2016  
Campus Improvement Plan  
for  
Bettye Myers Middle School**

**Denton Independent School District**

## **Mission Statement**

### **Denton Independent School District's Mission Statement**

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

### **Bettye Myers Middle School's Mission Statement**

The mission of Bettye Myers Middle School is to committ to empowering ALL of our students to achieve excellence in an ever changing world, while providing EVERYONE SUCCESS EVERDAY.

## **Board Goals**

### **Denton Independent School District's Board Goals**

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

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

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

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

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

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

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

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

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

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

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

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



## Campus Improvement Plan Bettye Myers Middle School

**Progress Report Date:**

**WIG 1**

By May 2016, student achievement in all areas will improve by a minimum of 5 points, while reducing the instructional achievement gaps in sub-populations by a minimum of 10% as measured by district benchmarks, common assessments, and state assessments.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will increase the amount of time they work with IST's to improve instructional design and delivery to increase student engagement and achievement. IST's will work with individual teachers, and during PLC's and grade level teacher meetings.	Administration, Department Chairs, Team Leads, IST's,		Master schedule, PLC agenda and sign in, Staff development plan, IST visits, L2L Walks	Common lesson plans, Benchmark Data, Common assessments, Implementation of best practices.	
Provide look 2 learn training until 100% of staff is trained. Provide AWARE and LEAD Forward training to all staff. Include teachers in the assessment and decision process to monitor individual student data for learning and instruction design. Team and Department PLC's to have data analysis on meeting agendas. Increase the number of campus L2L walks and use data from these walks to improve instruction and student achievement.	Administration, Team Leads, Department Chairs, IST's, and Data & Assessment Coord., BMMS Leadership Team.		AWARE training, Analysis data, L2L Data, Common Assessments, Lesson Plans, PLC Agendas, Student Feedback Forms.	Increased student achievement, Use of Data in Lesson Plans, L2L Principles observed during walk-throughs.	
Provide time during the school day for all core content department chairs to observe and mentor teachers in their department to ensure strategies are being used to close the achievement gap (CHAMPS, Differentiation, Interaction with students most at-risk, Talk, Read, Talk, Write, etc.) and provide feedback that will increase data driven targeted instruction to the at-risk population. <b>X Addresses missed system safeguard</b>	Administration, Department Chairs, and IST's.  SCE      \$5,000		L2L Data, Observation Data, Lesson Plans, Data Analysis.	Increased Student Achievement, Bell to Bell Teaching, Alignment to the TEKS.	
Science, Social Studies, Reading, ELA, and Math Teachers will identify students in need of targeted learning of specific TEKS, and provide accelerated instruction and tutoring during the school day, during Titan Time, and outside the school day. Students in need of outside the school data will be referred to the ACE program. <b>X Addresses missed system safeguard</b>	Teachers, Administration, ITS, ACE, Counselors.  SCE      \$18,000		Universal Screener, Tutoring and ACE Sign-in Sheets, Progress Reports, Report Cards, Student Feedback Forms, RTI	Student Growth in Screeners and Common Assessments, Increased Student Achievement	

<p>Enhance instruction and student engagement among at risk sub-populations by implementing the integration of technology devices, software and apps for student use during classroom instruction, Titan Time, Advisory, and ACE tutoring. Maximize the use of technology during tutoring sessions to engage the students in their learning objectives.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Teacher, Tutors, ITS, Campus IST, Librarian</p> <p>SCE \$33,912</p>		<p>Equipment check out and usage, Teacher training, L2L Walks.</p>	<p>Increased Student Achievement, Reduced Achievement Gap, Increased software access from home.</p>	
<p>Utilize computer based programs such as Classworks, IXL Learning, Fast Math, Achieve 3000, Brain Pop, Classworks, Scholastic Read 180, etc. to accelerate, or enhance student learning.</p>	<p>Administration, Counselors, ITS, Librarian</p> <p>SCE \$15,000</p>		<p>Software Usage, Screeners, Tutoring Log.</p>	<p>Increased Student Achievement, Reduced Achievement Gap, Increased software access from home.</p>	
<p>Build classroom library collections with high interest material in relevant subscriptions, fiction and non-fiction for Read 180, SPED (Unique Learning Systems), Social Studies, and ELL (IRLA-SSR) Classes.</p>	<p>Administration, Librarian, Teachers</p> <p>SCE \$2500</p>		<p>Library Inventory, Subscription Inventory, Lesson Plans</p>	<p>Book Check Out Report, Student Achievement</p>	
<p>Provide staff development opportunities for teachers to assist with closing the achievement gap between sub populations including; Talk, Read, Talk, Write, SIOP, Project Nexus. Implement Strategies learned from this staff development in classrooms with identified at-risk students.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Administration, Dept. Chairs, Team Leads, Teachers, Leadership Team, L2L Walks Team.</p> <p>SCE \$8,000</p>		<p>Staff Development Agenda and Sign-In Sheet, L2L, Lesson Plans, Classroom Environment, L2L Walks.</p>	<p>Increased Student Achievement, Staff Feedback, Increased Student Engagement, L2L Data.</p>	
<p>Provide additional sections of accelerated instruction in the master schedule through Read 180, Accelerated Math, and Study Hall, and increase the opportunity for students to be mentored during the school day. Provide mentoring opportunities for identified at-risk students outside the school day utilizing CIS and ACE.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Administration, Counselors, CIS, ACE, Teachers Mentors</p>		<p>Mentor Sign In, CIS &amp; ACE Log, Master Schedule</p>	<p>Improved Student Achievement, Improved Attendance, Earlier Intervention for Identified Students</p>	
<p>Social Studies, Science, and ELA, Reading, and Math teachers will use common department and grade level planning time to develop and analyze aligned assessments specific to grade levels. Teachers will use the data from these assessments to identify struggling students for intervention purposes and areas of concern that need to be retaught or spiraled back into instruction.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Administration, Department Chair, Teachers, IST's.</p>		<p>PLC Discussions, Common Assessment Data, Lesson Plans, Benchmark and Common Assessments.</p>	<p>Increased Student Achievement, Reduced Achievement Gap</p>	

Incorporate the RTI model to increase the opportunity for all students to meet academic achievement, improve attendance, and behavior standards through early interventions.  <b>X Addresses missed system safeguard</b>	Teachers, Administration, Counselors, CIS, ACE.		SRI scores, Common Assessment, Progress/Report Card, RTI documentation	RTI Implemented, Earlier Intervention, Improved Scores	
Elective teachers will increase cross curricular connections in their instructional delivery including, writing, Social Studies, science, vocabulary, grammar  <b>X Addresses missed system safeguard</b>	Teachers, Administration, Dept. Chairs, Leadership Team		Lesson Plans, L2L Walks, PLC Agenda, Leadership PLC Discussions	Students able to make connections, Increased Vocabulary use and understanding, Increased Student Achievement	
Science, Social Studies, and ELA, Reading, and Math teachers will routinely meet with department chairs to analyze student data, review referrals and RTI procedures, observe teaching strategies, and make adjustments as needed to improve student achievement.  <b>X Addresses missed system safeguard</b>	Administration, Teachers, Dept. Chairs, IST's.		Common Assessments, Benchmarks, RTI, Classroom Observations, Earlier Interventions, Decreased Failure Rate, Referrals.	Improved Student Achievement, Increased Earlier Interventions, Reduced Failure Rate	
Provide on-going professional development and training to ensure the needs of GT, Enhanced, Pre-AP students are met. Assess students for Pre-AP or Enhanced identification during the first 4 weeks of school and the last 4 weeks of school. Identify G/T students in October and April.	Administration, EXPO, Team Leads, Teachers, Counselors		Staff Development Agenda and Sign In, Identified Students, Student Schedules	Increased Enrollment in EXPO, Enhanced and Pre-AP courses, Increase in Advance STAAR scores	
Provide staff development to promote bell to bell instruction, including the use of bell ringers aligned to the TEKS and STAAR rigor, Increased academic language, higher level questioning, increased student discussions using academic language, and increased student engagement..  <b>X Addresses missed system safeguard</b>	Administration, Department Chairs, Team Leads, Teachers,  SCE \$1500		Lesson Plans, L2L Walk, Team and Department PLC Agendas, Staff Development agendas.	Increased Instruction Time, Increased Student Achievement	
Closely monitor student attendance and intervene early when students are not attending school according the compulsory attendance law. Conduct regular attendance review meetings and attendance conferences with students at risk. Include parents in attendance awareness student conference meetings and Partners in Parenting meetings where parents are educated about the benefits and consequences regarding attendance. Conduct home visits with students and families where attendance is a concern. Recognize students and provide incentives for good/perfect attendance during academic assemblies.	Administration, Counselors, CIS and ACE, Teachers, Parents, Student Assistance Counselor.		Attendance Reports, ARC Agenda and Sign In, Truancy Report, Partners in Parenting sign in and agenda, Hove Visit Log.	Increased Attendance, Improved Campus Attendance Rating, Parent Engagement, Improved Student Achievement.	
Enroll 6th - 8th grade students, who failed Math or Reading STAAR, or are at risk of failing, in an additional Math and/or Read 180 class to improve their skills and understanding. Provide additional accelerated instruction through tutoring, computer assisted instruction, ACE and Titan Time.	Administration, Teachers, Counselors, Mentors, ACE, and CIS  SCE \$15,000		Progress and Report Cards, CA, Practice STAAR, ACE and CIS Logs.	Increased Student Achievement, Decreasing Achievement Gap	

<p>Provide Staff Development and Resources to allow teachers to effectively and efficiently develop lessons and assessments, with STAAR level rigor, for re-teaching and reassessing.</p>	<p>Teachers, CIS, ACE, Counselors, Administration, Middle School ALT, ITS, Curriculum Directors.</p>		<p>Lesson Plans, Reassessments, Progress Reports and Report Cards, Tutorial Logs.</p>	<p>Increased Student Achievement</p>	
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## Campus Improvement Plan Betty Myers Middle School

### WIG 2

By May 2016, we will increase the number of parents who are engaged at BMMS by focusing on parental involvement, partnerships, and community awareness, and by communicating effectively with members of the BMMS community.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Collaborate with Communities In Schools (CIS) Partners-In-Parenting, and ACE to work with at-risk students and their families on and off campus, and during and after school hours. Implement regular home visits and communication to identified student Families.	CIS Liasion, ACE Director, Administration, Counselors, Teachers, PTA.,		Phone Tree, Letters Home, Website, Email Blasts, Remind 101, HAC, CIS Log, ACE Lon, Social Media, Family Engagement Night Logs, Out-Reach Logs.	Increased Attendance, Increased Student Achievement, Increased Parent Engagement.	
Provide opportunities for parent representation on school committees and parent involvement on campus in a volunteer or mentor role.	Teachers, Administration, Counselors, PTA, CLT, Staff		Increased parent involvement on campus, Volunteer Sign In	Increased parental involvement and engagement at BMMS.	
Collaborate with the Denton community to provide, Partners in Parenting, parent tutorials, and educational awareness sessions on campus and at apartments and MHP's where identified at risk students live, with bilingual support.	Administration, Counselors, CIS, ACE, Partners-In-Parenting  SCE \$1000		Awareness and Partners in Parenting Agenda and Sign In Sheet, Community and Parent Engagement at BMMS, Family Engagement Nights.	Increased Parent Engagement on Campus, Increased Parent Partnerships	
Increase communication to parents in English and Spanish, designed to assist parents to academically support their child at home. Design staff webpages using a consistent format, include weekly assignments, tutoring times, and contact information on all webpages.	Administration, students, teachers, CIS, ACE, ITS's		Remind 101, Social Media, Teacher Webpages, All Call, Email Blasts, Open House, Parent Meetings	Increased Parent Partnerships and Engagement at BMMS.	
Parents and students will be invited to attend multiple family night training sessions designed to provide information and strategies that parents can use to increase their involvement in their child's school and in their child's academic achievement, and to increase parent's knowledge of curriculum and district programs available to students. Target parents of ELL students and provide programs that will assist with the English language and meet the rigor of achievement standards.	Teachers, Counselors, Administration, CIS, ACE, Partners-In-Parenting  SCE \$1000		Planning sessions, Session Agenda and Sign In,	Parent and Student Participation	
<b>X Addresses missed system safeguard</b>					

<p>Collaborate with elementary and high schools in the BMMS feeder path to align transitional activities and programs that will assist students with the transition to 6th and 9th grade. Increase communications with 5th grade and 9th grade teachers. Communicate with parents in the elementary feeder schools to prepare students for this transition. Provide transitional preparation programs for parents of current 5th and 8th grade students.</p>	<p>Feeder School Teachers and Admin, Counselors, Administration, ACE, Family Engagement Specialist.</p>		<p>Transitional Agendas and Logs, Parent Sign-Ins, Parent and Student Surveys.</p>	<p>Increased communication with feeder schools, Parent</p>	
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## Campus Improvement Plan Bettye Myers Middle School

### WIG 3

By May 2016, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Regularly communicate opportunities for students to be involved in activities on campus. Encourage students to write proposals for activities they would like to see on campus. Align elementary and high school activities in the BMMS feeder pattern with those activities offered at BMMS.	Teachers, Sponsors, Counselors, Administration, Students, ACE		Attendance Sheets, Club Roster, Website, Student Involvement, Attendance Report, Report Card	Attendance Rate above 97%, Student Achievement, Student Eligibility in UIL Activities	
Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies. Invite the community to participate in these assemblies.	Counselors, Teachers, Administration, Campus Sponsors		Student Recognition, Staff Recognition,	Student and Staff Feedback, Staff Survey, Student Performance	
Develop programs to mentor at-risk students before and after school, as well as during the school day. Develop and involve student leaders in this mentoring program. Offer support and guidance, through mentoring, to individual students a minimum of 1 time per week.	Administration, Counselors, CIS, ACE, Teachers, Students, Mentors		Meeting Agendas, Visitor Sign In, Master Schedule, Student Survey	Increased Mentors. Increased Student Achievement	
Encourage ELL's to participate in GOAL and Pink Ladies. Encourage African American females to participate in Mighty Titan Girls and African American Males to participate in Valuable Lessons. Collaborate with Mentors to provide tutoring and community service opportunities through these organizations.	Counselors, Administration, Mentors, CIS, ACE, Community Leaders, Sponsors.		Mighty Titan Girls, Valuable Lessons, GOAL and Pink Ladies Roster, Mentor Sign Ins, Community Support	Student Survey, Increased Student Participation, Increased Student Achievement	
<b>X Addresses missed system safeguard</b>	SCE \$3500				
Utilize (Seven At School) 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.	Counselors, Administration, Student, Staff, Seven At School		Assembly, Group Participation, Program Activities	Discipline Data, Surveys	
	SCE \$1000				
All faculty and staff will be posted in their hallway, interacting with students, during passing period to monitor and build relationships with students.	Faculty and Staff		Observation, Team and Department PLC Discussions.	Decrease in Referrals, Decrease in Tardies	

<p>Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, administrative internships, and venues to showcase leadership talents.</p>	<p>Administration, Counseling, PTA, Campus Administrative Interns</p>		<p>Master Schedule, Leadership Opportunities, Staff Development, Leadership Committees</p>	<p>Increased teacher - leader roles at BMMS</p>	
<p>Develop positive relationships and maintain a caring and supportive campus culture through cooperative learning, frequent student recognition, and reinforcing efforts. Train staff and reinforce PBIS CHAMPS skills.</p>	<p>Administration, Teachers, Counselors</p>		<p>Staff Development sign-in and agenda, CHAMPS posters displayed in and outside the classroom. Academic assemblies and pep rallies.</p>	<p>Increased student achievement, reduced discipline referrals.</p>	
<p>Develop Student Leader Groups that will allow student voice in campus decisions, as well as the tolerance and understanding of others. Provide positive diverse visuals, selected by students, to reinforce positive decisions among at risk student groups. Allow students to take the lead in celebrating diversity.</p>	<p>Teacher Sponsors, Counselors, Administration, Community, ACE, CIS.  SCE \$1000</p>	<p>X 7</p>	<p>Daily announcements, Student led activities, Student surveys, Diverse school decorations.</p>	<p>Increased student involvement, Increased Student satisfaction.</p>	



## **Bettye Myers Middle School Campus Improvement Plan**

### **2015-2016 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Bettye Myers Middle School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



## Student Achievement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

STAAR & TELPAS Data

Common Assessments and Benchmarks

Course grades

SSI data

Discipline data

Advance Course Enrollment

Student work

Re-teach & Re-test data

Attendance / Tardies

Campus Look 2 Learn walks

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

## Findings/Analysis

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

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

### Strengths

Department PLC's

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Team PLC's

---

Technology available to students

---

Support of IST's

---

Gains made in closing the achievement gap

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Implemented Standards Based Grading Procedures

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Increase # of L2L walks including campus specific data to collect

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### Needs

Social Studies & Science Support

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Opportunities for Instruction outside the school day

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Opportunities for all STAAR failures and Bubble students to take Read 180/Accelerated Math

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### Summary of Needs

Focus on analysis of data

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Professional Development on Data Driven Instruction

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Decrease loss of instructional time

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21st Century After-school Program

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More time with IST's

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

**Data Sources Reviewed**

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

List the actual data sources reviewed below.

<u>Enrollment including growth</u>	<u>Attendance</u>
<u>Tardies</u>	<u>Ethnicity</u>
<u>Socio-Economic Status</u>	<u>Special Programs including G/T</u>
<u>PEIMS Report</u>	<u>Transportation Data</u>
<u>Homeless Data</u>	<u></u>

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

## Findings/Analysis

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

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

### Strengths

Bilingual support in our staff

Extra-Curricular activities available to students

Increase in requests for transfer to BMMS

Increase enrollment in Honors/Pre-AP courses

Support services available to BMMS students and families

21st Century Afterschool Program

### Needs

Accelerated instruction outside the school day

Increased parental engagement

Mentors for African American Males

## Summary of Needs

Agencies to provide during the school and after-school support to our at-risk students and their families

Mentors for our at-risk students, especially African American males

Opportunities to provide parenting education to our parents off-site and on-site

Professional development that addresses the specific needs of our 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 surveys

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Parent Meetings

---

Look 2 Learning Walks

---

Volunteer Involvement

---

Parent feedback

---

Family Nights

---

Student involvement in extra-curricular involvement

---

Request for transfer to BMMS

---

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

## Findings/Analysis

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

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

**Strengths**

- Student involvement in extra-curricular activities
- Students report feeling safe at school
- Support given by counseling staff
- Successful Fine Arts Programs
- Successful Athletic Programs
- Community involvement
- Front office bilingual support
- Weekly All Calls/Email Blasts in English and Spanish
- Bilingual parent meetings

**Needs**

- Universal RTI campus procedures
- Cultural awareness celebrations
- Student voice in campus decisions
- Increased involvement in DI, Minecraft, and UIL competitions
- Early Bus for primary residence students
- 
- 
- 
- 

**Summary of Needs**

- Restorative Discipline Plan
- 21st Century program to assist with transporting students after EC involvement
- Professional development on RTI
- Campus wide RTI implementation
- Earlier intervention with frequent tardy / absent students
- Celebrate diversity



## Staff Quality, Recruitment and Retention

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

### Potential Data Sources

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

Staff Roster Including Qualifications

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Teacher Certifications

---

Staff Surveys

---

Course Grades

---

Para-Professionals Qualifications

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Teacher Involvement On Campus

---

PDAS

---

Special Program Professional Development

---

Teacher Insight

---

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



## Findings/Analysis

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

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

### Strengths

100% of staff is HQ

Support for new teachers

Common planning for teachers, vertical and horizontal

Department Chair Observations and Feedback

Teacher Leaders

### Needs

Improved Staff Attendance

Support for Re-Teach / Re-Test Procedures

Support for Grading Procedures Implementation

Hispanic and African American Role Models

Additional Sessions for Accelerated Instruction

## Summary of Needs

Increase Accelerated Sessions in the Master Schedule

Professional Development to add rigor to daily instruction, Increase student discussions during class, and Higher level thinking / questioning during class time

Professional Development to show correlation between loss of instruction time and student achievement



## Curriculum, Instruction and Assessment

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

### Potential Data Sources

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

Lesson Plans, Delivery Process	Common Assessments, Benchmarks, STAAR Assessments
Scope, Sequence, Pacing Guides	Technology Integration
High Yield Strategies	Enrichment Courses and Resources
Scheduling of Special Programs	

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

## Findings/Analysis

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

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

### Strengths

Common Planning Time

---

Department PLC's

---

SIOP / ELPS Strategies

---

IST's Support

---

Middle School ALT

---

Common Assessment Development Input

---

Assessment Alignment

---

### Needs

Look 2 Learn Walks and Training for Additional Staff

---

Training for teachers to analyze data and use data to guide instructions

---

5E Lesson Plans

---

Additional Support from IST's

---

Training for new Social Studies and Science Curriculum

---

Time for re-teaching and re-testing

---

### Summary of Needs

Professional Development on Restorative Discipline

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Increase the number of students enrolled in enrichment courses

---

Provide Look 2 Learning training for additional staff members

---

More frequent formal and informal assessments with data analyzed to determine teacher and student next steps

---

Professional Development for more efficient ways to re-teach and re-test students

---

BMMS Walk-Throughs with data collection of campus goals

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## Family and Community Involvement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

Volunteer Log

---

Parent Survey

---

PTA Involvement

---

Community Partnerships

---

Family Night Sign-In Sheets

---

Enrollment

---

Support Services

---

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

## Findings/Analysis

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

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

**Strengths**

Partnerships with UNT & TWU

---

Community and Business Partnerships

---

Vertical Alignment with feeder schools

---

5th to 6th Grade Transition Collaboration

---

Communication with Parents and Community

---

Support Services from Counseling Department

---

Home Visits

---

**Needs**

Mentors

---

Parent Outreach Opportunities

---

8th to 9th Grade Transition Collaboration

---

HAC Training for Parents

---

**Summary of Needs**

Increase the number of mentors available to regularly work with at-risk students

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Collaboration with RHS to ease the transition to 9th grade

---

Increase the on site visit to families of BMMS and provide training on HAC use

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## Comprehensive Needs Assessment

### School Context and Organization

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

Potential Data Sources:

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

Teaming

Decision Making Process

Campus Leadership

Master Schedule

Support for new, struggling, 1st year teachers

Duty Roster

Tutoring Schedule

Support Services Available and Provided

Program Support

Communication

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

## Findings/Analysis

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

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

### Strengths

CLT

---

Leadership PLC

---

PTA Partnership

---

Administrative PLC's

---

CIS Partnership

---

Administrative Interns

---

### Needs

Leadership Development

---

Involve students in the decision making process

---

Campus Specific Walk-Throughs

---

RTI Campus Procedures

---

21st Century Program Partnership

---

## Summary of Needs

Collaborate with CIS and 21st Century Program

---

Increased Opportunities and Follow-up for administrative interns

---

Aligned Team Meeting Agendas

---

Provide additional sections of accelerated instruction in the master schedule

---

Campus Duty Roster with accountability

---

Develop and Implement RTI Procedures for BMMS

---

Add Campus Initiatives to Look 2 Learning Walks

---



## Technology

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

### Potential Data Sources

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

### Data Sources Reviewed

***The traditional way we “do school” will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent***

List the actual data sources reviewed below.

Technology Infrastructure

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Campus Needs Assessment

---

Student and Staff Technology Surveys

---

Technology Support Staff

---

Heat Tickets

---

Technology Professional Development for staff

---

Technology Usage Data

---

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

## Findings/Analysis

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

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



**Strengths**

Variety of Technology available

Infrastructure

ITS Support of teachers

BYOD Implementation

**Needs**

Plan for loss and damage of electronic devices

Professional Development on Integration of Technology vs. Use of Technology

Technology available to at-risk populations

Student led technology teams

**Summary of Needs**

Professional Development on integrating technology into daily lessons

Technology training for parents including software available at home and HAC use

Ongoing campus based training on available technology and software including projectors, All In Learning Clickers

Procedures to minimize the loss or damage of technology devices

Increase the number of electronic devices available to our at-risk population

Support and training for teachers and students over online testing procedures

Comprehensive Needs Assessment Summary of Priority Needs  
Bettye Myers Middle School ~ 2015 - 2016

**Demographics:**

Agencies to provide during the school and after-school support to our at-risk students and their families  
Mentors for our at-risk students, especially African American males  
Opportunities to provide parenting education to our parents off-site and on-site  
Professional development that addresses the specific needs of our population

**School Culture and Climate:**

Restorative Discipline Plan  
21st Century program to assist with transporting students after EC involvement  
  
Professional development on RTI  
  
Campus wide RTI implementation  
Earlier intervention with frequent tardy / absent students  
Celebrate diversity

**Curriculum, Instruction and Assessment:**

Professional Development on Restorative Discipline  
  
Increase the number of students enrolled in enrichment courses  
Provide Look 2 Learning training for additional staff members

**Student Achievement:**

Focus on analysis of data  
  
Professional Development on Data Driven Instruction  
Decrease loss of instructional time  
21st Century After-school Program  
More time with IST's

**Teacher Quality:**

Increase Accelerated Sessions in the Master Schedule  
Professional Development to add rigor to daily instruction, Increase student discussions during class, and Higher level thinking / questioning during class time  
Professional Development to show correlation between loss of instruction time and student achievement

**Family and Community Involvement:**

Increase the number of mentors available to regularly work with at-risk students  
Collaboration with RHS to ease the transition to 9th grade  
Increase the on site visit to families of BMMS and provide training on HAC use

More frequent formal and informal assessments with data analyzed to determine teacher and student next steps

Professional Development for more efficient ways to re-teach and re-test students

BMMS Walk-Throughs with data collection of campus goals

**School Content and Organization:**

Collaborate with CIS and 21st Century Program

Increased Opportunities and Follow-up for administrative interns

Aligned Team Meeting Agendas

Provide additional sections of accelerated instruction in the master schedule

Campus Duty Roster with accountability

Develop and Implement RTI Procedures for BMMS

Add Campus Initiatives to Look 2 Learning Walks

**Technology:**

Professional Development on integrating technology into daily lessons

Technology training for parents including software available at home and HAC use

Ongoing campus based training on available technology and software including projectors, All In Learning Clickers

Procedures to minimize the loss or damage of technology devices

Increase the number of electronic devices available to our at-risk population

Support and training for teachers and students over online testing procedures

## Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Terri Magnotti
2) Classroom Teacher	Rebecca Pattrick
3) Classroom Teacher	Ticcara Cassell
4) Classroom Teacher	Sandi Schon
5) Classroom Teacher	Armelia Evans
6) Classroom Teacher	Sarah Bronstein
7) Campus-based Nonteaching Professional	Cindy Ali
8) Campus-based Paraprofessional and Operations Staff	Melissa Christiansen
9) Parent	Raedeem Wingate
10) Parent	Jerry Marshall
11) Community Member	Cynthia Hassell
12) Business Representative	Justina Record
13) Business Representative	Connie Kim

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	Jul. 29, 2015	4:00 pm	BMMS Conference Room
2	Aug. 6, 2015	4:00 pm	BMMS Conference Room
3	Aug. 31, 2015	3:45 pm	BMMS Conference Room
4	Oct. 26, 2015	3:45 pm	BMMS Conference Room
5	Nov. 30, 2015	3:45 pm	BMMS Conference Room
6	Feb. 29, 2015	3:45 pm	BMMS Conference Room
7	May. 23, 2015	3:45 pm	BMMS Conference Room
8	June 27, 2015	12:00 pm	BMMS Conference Room

**2015-2016  
Campus Improvement Plan  
for  
Navo Middle School**

**Denton Independent School District**

## **Mission Statement**

### **Denton Independent School District's Mission Statement**

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

### **Navo Middle School's Mission Statement**

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

## **Board Goals**

### **Denton Independent School District's Board Goals**

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

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

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

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

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

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

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

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

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

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

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

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



**Campus Improvement Plan  
Navo Middle School**

**Progress Report Date:**

**WIG 1**

By June 15, 2016, Navo Middle School will increase our focus on improving the performance of potential advanced students. This will result in commended score double digit score increases of 10% or more for each subject area on STAAR.

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

<p>MATH: Provide PLC time for department to meet, discuss, and plan vertical alignment within campus and to provide time for the department to analyze and build common assessments, plan common lessons, and use data to make curriculum and instructional decisions</p>	<p>Access to Eduphoria AWARE</p>		<p>Common assessments developed</p> <p>Common lessons developed</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>MATH: Provide a technology based/hands on mandatory after school tutoring program for targeted students which addresses specific STAAR related areas showing a need for improvement as reflected in assessment data</p> <p>Implement Panther Push STAAR Math Focus Period</p> <p>Utilize Classworks software for individual and whole group instruction</p>	<p>Resources: computer labs, STAAR prep lesson, math practice software, funds for extra duty pay, additional laptop computers</p>		<p>Tutorial logs</p> <p>Increased success for targeted students in math</p> <p>Student/Teacher survey</p>	<p>Analysis of success at attaining WIG and increased student performance</p> <p>STAAR Results</p>	
<p>ENGLISH LANGUAGE ARTS: Implement Denton ISD ELA 6-8 Scope and Sequence through targeted, differentiated instruction designed to meet specific TEKS, student expectations, and objectives</p> <p>Continue to implement Read 180 instruction with the ultimate goal of addressing gaps in at-risk students' skills through researched practices in the use of a computer program, literature, and direct instruction in reading skills</p>	<p>Resources: Denton ISD Scope and Sequence, Materials and Supplies, Common Assessments, Textbooks and Supplemental Materials, Scholastic Reading Inventory, Reading Counts, and Read 180 Software, ELA Instructional Budget, Classworks software, Project READ materials, Kamico Materials, Ellis software, Istation</p> <p>Read 180 Teacher-SCE</p> <p>Persons Responsible: ELA Teachers</p>		<p>Common Formative/Summative Assessments</p> <p>Progress Reports</p> <p>9 Week Grade Reports</p> <p>STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>ELA: Through differentiated instruction, provide high quality instruction on the different genres of writing, maintaining a writing journal, in peer editing of writing samples, and in all traits of the writing process.</p> <p>Focus on mastery of content specific academic vocabulary and utilize strategies to meet ELPS.</p> <p>Introduce comparisons across texts and paired selections with respect to genre, treatment, scope, and organization; Focus on drawing conclusions and inferences; Review and reinforce specific reading comprehension skills through differentiated instruction.</p>	<p>Resources: Materials and supplies, ELA instructional budget, Thinking Maps, 100 Book Challenge, Kamico Materials, state issued textbooks</p> <p>District academic vocabulary word lists, SIOP instructional, academic, and classroom vocabulary materials and supplies</p> <p>Persons Responsible: ELA Teachers</p>		<p>Common Formative/Summative Assessments</p> <p>Progress Reports</p> <p>9 Week Grade Reports</p> <p>STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	

<p>ELA: Implement regular PLC meetings so that the department can discuss and plan vertical alignment within campus and to provide time for the department to plan common lessons and analyze common assessment data to use to make curriculum and instructional decisions.</p>	<p>Resources: Substitute teachers Persons responsible: ELA Teachers</p>		<p>Common assessments developed  Common lesson plans developed.</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>ELA: Utilize Classworks and Istation software in ELA instruction in individual and whole group settings</p>	<p>Resources: Classworks software, Istation, Computer labs Persons responsible: ELA teachers</p>		<p>Software usage logs</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SOCIAL STUDIES: Implement Denton ISD Social Studies 6-8 Scope and Sequence through targeted, differentiated instruction designed to meet specific TEKS, student expectations, and objectives through incorporating and implementing exemplar lessons developed by curriculum writing teams</p>	<p>Resources: Denton ISD Scope and Sequence, STAAR Released Test, TEKS/STAAR Vocabulary, 2014 STAAR Data, AWARE Demographic Data, General instructional budget Persons Responsible: Social Studies teachers</p>		<p>Common Summative Assessments Progress Reports  9 Week Grade Reports  STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SOCIAL STUDIES: Teachers will create and utilize STAAR formatted tests which spiral and review emphasizing TEKS/STAAR Vocabulary</p>	<p>Resources: AWARE Data Analysis Persons Responsible: Social Studies Teachers</p>		<p>Common Summative Assessments Progress Reports  9 Week Grade Reports  STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SOCIAL STUDIES: Incorporate technological/visual media into daily lessons</p>	<p>Resources: Chromebooks; Internet Persons Responsible: Social Studies Teachers</p>		<p>Common Summative Assessments Progress Reports  9 Week Grade Reports  STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	

<p>SOCIAL STUDIES: STAAR and common summative assessment data will be disaggregated, distributed to teachers, and used to target and strengthen areas in need of improvement</p>	<p>Resources: Eduphoria AWARE, STAAR Results, Common Summative Assessments &amp; Results</p> <p>Persons Responsible: Social Studies Teachers</p>		<p>Common Summative Assessments</p> <p>Progress Reports</p> <p>9 Week Grade Reports</p> <p>STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SOCIAL STUDIES: Students will create media which reviews key social studies TEKS/STAAR concepts</p>	<p>Persons Responsible: Social Studies Teachers</p>		<p>Common Formative/Summative Assessments</p> <p>Progress Reports</p> <p>9 Week Grade Reports</p> <p>STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SOCIAL STUDIES: Provide a technology based/hands on mandatory after school tutoring program for targeted students which addresses specific STAAR related areas showing a need for improvement as reflected in assessment data</p>	<p>Resources: Computer Lab</p> <p>Persons Responsible: Social Studies Teachers</p>		<p>Common Formative/Summative Assessments</p> <p>Progress Reports</p> <p>9 Week Grade Reports</p> <p>STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SOCIAL STUDIES: Provide PLC time for department to meet, discuss, and plan vertical alignment within campus and to provide time for the department to analyze and build common assessments, plan common lessons, and use data to make curriculum and instructional decisions</p>	<p>Resources: Substitute Teachers</p> <p>Persons Responsible: Social Studies Teachers</p>		<p>Common assessments collaboratively developed</p> <p>Lesson plans collaboratively developed</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	

<p>SCIENCE: Implement Denton ISD Science 6-8 Scope and Sequence through targeted, differentiated instruction designed to meet specific TEKS, student expectations, and objectives through incorporating and implementing exemplar lessons developed by curriculum writing teams</p>	<p>Resources: Materials and supplies, Laboratory supplies, Computer labs, Chart tablets, Denton ISD Academic Vocabulary lists, Word walls, Region IV materials; Realia, posters, pictures, illustrated science dictionaries</p> <p>Persons responsible: Science teachers</p>		<p>Common Assessments</p> <p>Progress Reports</p> <p>9 Week Grade Reports</p> <p>STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SCIENCE: Teachers will utilize independent and cooperative learning to implement academic vocabulary strategies</p>	<p>Resources: Denton ISD Academic Vocabulary List</p> <p>Persons Responsible: Science Teachers</p>		<p>Increase in student academic vocabulary</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SCIENCE: Teachers will instruct students on making inferences, using the metric measurement, recognition of hypothesis and drawing valid conclusions, and on utilization, organization, and interpretation of data through emphasizing supporting and readiness standards; Students will maintain science journals as a means to organize lab information and thoughts.</p>	<p>Resources: Materials and supplies; STAAR sample materials, Computer labs</p> <p>Persons responsible: Science teachers</p>		<p>Common Assessments</p> <p>Progress Reports</p> <p>9 Week Grade Reports</p> <p>STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SCIENCE: Implement Panther Push Focus science lessons in the spring for targeted 8th grade students</p>	<p>Materials and supplies</p> <p>STAAR sample materials and lessons</p>		<p>Teacher/Student Survey</p> <p>STAAR Results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SCIENCE: Administer common assessments to all students</p>	<p>Resources: Grade level common formative assessments</p> <p>Persons responsible: Science teachers</p>		<p>Common assessment results</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	
<p>SCIENCE: Provide professional development opportunities for support of new state science guidelines; provide professional development for support of research based best practices in science instruction</p>	<p>Resources: Funds for teachers to attend CAST science conference</p>		<p>Staff attendance survey</p>	<p>Analysis of success at attaining WIG and increased student performance</p>	

<p>Provide a technology based/hands on mandatory after school tutoring program for targeted students which addresses specific TAKS related areas showing a need for improvement as reflected in assessment data</p>	<p>Reading Teachers</p>		<p>3 Week Progress Reports  Common Assessments  6 Week Grade Reports</p>	<p>STAAR Results</p>	
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**Campus Improvement Plan  
Navo Middle School**

**WIG 2**

By May 2016 implement a new approach to academic PLC's by faculty and administration using clearly defined processes and guidelines to improve STAAR Commended results by 10%; and by January 2016 faculty and administration should identify and place "marginal" PAP students into PAP classes to increase PAP enrollment by 10%.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement the use of ALL IN LEARNING data collecting program to check on student progress.	Core Teachers		ALL IN Learning data reports	Student score improvement	
Develop Master schedule to allow for PLCs to occur during the school day	Counselor		Master Schedule Spreadsheet	Student STAAR scores improvement	
Utilize Lead4ward documents to help facilitate PLC discussion and unpacking TEKS.	Core Teachers		PLC process documents	STAAR scores improvement	

**Campus Improvement Plan  
Navo Middle School**

**WIG 3**

Increase student opportunities to collaborate and think in class

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Encourage teachers to arrange classrooms in collaborative spaces	Navo Teachers		6 week common formative assessments  Progress Reports  Report Cards	End of Year Common Assessments  6 Week Common Formative Assessments	
Plan collaborative activities during PLCs	Navo Teachers		6 week common formative assessments  Progress Reports  Report Cards	End of Year Common Assessments  6 Week Common Formative Assessments	
Provide Panther Push science lessons in the spring for targeted 8th grade students.	Science Teachers		Teacher/Student Survey	End of Year Common Assessment  6 week common formative assessments	
Administer district Bonus Round Assessments in October, January and April to all 8th grade science teacher	Science Teachers		Bonus Round Results	End of Year Common Assessments  6 Week Common Formative Assessments	



<p>Students will show evidence of an understanding of Earth and space. The student knows that climatic interactions exist among Earth, ocean, and weather systems. The student is expected to:</p> <p>(A) recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds and ocean currents;</p> <p>(B) identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts; and</p> <p>(C) identify the role of the oceans in the formation of weather systems such as hurricanes.</p> <p>TEKS 8.10 (A), (B), (C)</p>	<p>Science Teachers</p>		<p>Bonus Round Results</p> <p>Individual classroom assessments</p>	<p>8th Grade Science STAAR Results</p> <p>End of Year Common Assessments</p>	
<p>Provide professional development opportunities for support of new state science guidelines; Provide professional development opportunities for support of research based best practices in science instruction</p>	<p>Principal Science Teachers</p>		<p>Staff Attendance Survey</p>	<p>Staff Attendance Survey</p>	

## **Navo Middle School Campus Improvement Plan**

### **2015-2016 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Navo Middle School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

## Campus Leadership Team (CLT)

<b>Campus Leadership Team (CLT) Composition</b>	
<b>Position of CLT Member</b>	<b>Name of CLT Member</b>
1) Classroom Teacher	Frank Hummel
2) Classroom Teacher	John Milmo
3) Classroom Teacher	Mary Mathis-Sadler
4) Classroom Teacher	Melony Bradley
5) Classroom Teacher	Nitia Harris
6) Classroom Teacher	Kristen Whitley
7) Campus-based Nonteaching Professional	Janet Cephas
8) Campus-based Paraprofessional and Operations Staff	Danny Holcomb
9) Parent	Erin Cunningham
10) Parent	Kim Dickey
11) Community Member	Sam Harris
12) Community Member	Terry Collins

**2015-2016  
Campus Improvement Plan  
for  
Strickland Middle School**

**Denton Independent School District**

## **Mission Statement**

### **Denton Independent School District's Mission Statement**

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

### **Strickland Middle School's Mission Statement**

The mission of Strickland Middle School is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our learners of today will become the leaders of tomorrow.

## **Board Goals**

### **Denton Independent School District's Board Goals**

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

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

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

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

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

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

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

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

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

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

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

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

**Campus Improvement Plan  
Strickland Middle School**

**Progress Report Date:**

**WIG 1**

Improve student learning and reduce the achievement gap between subgroups to 4% or less as measured by benchmarks, common assessments and state assessments and reflect a minimum of one year growth for every student.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide necessary staff development and common planning time for teachers (time for horizontal and vertical planning) in all core content at all grades. <b>X Addresses missed system safeguard</b>	principal, dept. heads and teachers  SCE \$6000.		master schedule, staff development plan, common planning Ed. leave days	common assessment and benchmark data	Oct Jan Apr
Common Assessments, benchmark testing, and increased use of Aware in all core subject areas at all grade levels. <b>X Addresses missed system safeguard</b>	principal, teachers		Aware trainings, assessment scheduling in Aware	Aware data	Dec Mar May
Integrate technology to enhance instruction and acquire emerging forms of technology devices to decrease the teacher to device and student to device ratios, so that at-risk students have more access to online resources and opportunities for online collaboration and learning. <b>X Addresses missed system safeguard</b>	principal, librarian, ITS, teachers  SCE \$30,000		Lab schedules, cart schedules, equipment check-out and usage	L2L engagement data, CNA, student achievement	Nov Mar May
Utilize web-based learning tools (including Classworks, IXL, Rosetta Stone, Achieve 3000, All in Learning, FASTT Math, and Brain Pop) especially with ELL students and students in Accel. math and reading (at risk) <b>X Addresses missed system safeguard</b>	teachers  SCE \$11,786.		Program usage	Aware data	Nov Feb Apr
Increase frequency of teachers planning lessons using Best Practices, Marzano strategies and engaging qualities and using technology to implement these strategies. <b>X Addresses missed system safeguard</b>	teachers		L2L walks	L2L data	Nov Feb Apr



Provide small group tutoring to all students at risk of not meeting expectations on STAAR in math and reading.  <b>X Addresses missed system safeguard</b>	principal, teachers  SCE      \$24000		tutorial schedule and attendance	STAAR results	<b>Feb</b>  <b>Apr</b>  <b>May</b>
Double-blocked reading classes (interventions) for students at-risk in reading (any appropriate combination of reading, EXPO, ESL reading, Read 180, Dyslexia, or accelerated reading).  <b>X Addresses missed system safeguard</b>	principal and counselors  SCE      \$3855		schedule	common assessment and benchmark data	<b>Oct</b>  <b>Jan</b>  <b>Apr</b>
Build library collection with lower level/high interest material (both fiction and nonfiction, print and ebooks), with selections based on needs of students in Read 180 and accelerated reading classes as well as ELL students in sheltered instruction.  <b>X Addresses missed system safeguard</b>	principal, librarian  SCE      \$20000		library collection inventory/order	usage report	<b>Nov</b>  <b>Feb</b>  <b>Apr</b>
Schedule grade level math and accelerated math for all students not mastering grade level TEKS.	principal, counselors		schedule	common assessment and benchmark data	<b>Nov</b>  <b>Feb</b>  <b>Apr</b>
Implement teaching of resource math and reading within the core team in 6th grade.  <b>X Addresses missed system safeguard</b>	principal, counselors, 6th grade teachers		lesson plans, L2L data, CA data, teacher feedback	Aware data, STAAR assessment data, teacher feedback	<b>Oct</b>  <b>Feb</b>  <b>May</b>
Staff book study related to campus needs assessment.	principal, teachers, librarian  SCE      \$4000		PD plans		<b>Jan</b>  <b>Mar</b>  <b>May</b>

Continue to implement Book Whisperer strategies in all reading classes as well as school wide with staff.	principal, teachers, library staff		Library circulation, library renewals, and number of books read	Lexile levels	Nov Feb May
Implement two way dual language program in 6-8th grade.	principal, biling. dept., dual lang. teachers		schedule	student assessment data, surveys	Oct Jan May
Use Mentoring Minds Motivation Math, Connected Math and other hands-on engaging strategies to teach accelerated math.	math teachers  SCE \$1345		lesson plans, L2L data	common assessment and benchmark data	Nov Feb May
Use Writer's Resource Folders schoolwide to standardize expectations for writing across the curriculum.	ELA dept. head, teachers		folders	student writing	Nov Mar May
Collaborative guidance lessons with 8th grade focusing on motivation to achieve, mindset, goal-setting, and transition planning.	principal and counselors		lessons	STAAR results, enrollment in pre-AP, honor roll, failure reports, grade distributions	Nov Feb Apr
Improve achievement of ELL students by focusing on academic vocabulary using a variety of strategies including word walls, science dictionaries, thinking maps, primary sources in history, SIOP strategies, Project Nexus, and language objectives.  <b>X Addresses missed system safeguard</b>	teachers		lesson plans	student achievement	Jan Mar May

<p>Implement Co-Teach in English, math and science at all grade levels, and history and reading at 8th grade with accommodations for students outside of Co-Teach classes provided by Sp.Ed. support staff.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>sp.ed. teachers, principal, APs, Sp.Ed. support staff</p>		<p>schedule</p>	<p>special ed. student performance</p>	<p><b>Jan</b></p> <p><b>Mar</b></p> <p><b>May</b></p>
<p>Attend and implement professional development aligned with the goal of closing achievement gaps between subgroups.</p>	<p>principals, counselors, teachers</p> <p>SCE      \$8000</p>		<p>PD scheduled and strategies implemented</p>	<p>student performance</p>	<p><b>Nov</b></p> <p><b>Mar</b></p> <p><b>May</b></p>
<p>Work collaboratively with the CIS-ACE after school program to support at-risk students.</p>	<p>CIS site supervisor, principals, teachers</p>		<p>ACE enrollment, attendance and programming</p>	<p>ACE student progress in class and on benchmarks and state assessments</p>	<p><b>Nov</b></p> <p><b>Feb</b></p> <p><b>May</b></p>

## Campus Improvement Plan Strickland Middle School

### WIG 2

Provide a welcoming, engaged, safe, orderly and well-maintained climate for learning and encourage participation by all members of the school community, especially parents, in the continuous improvement of the educational system and school climate.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize emerging forms of technology to increase communication with parents and other stakeholders. Post the marquee, complete all phone out and Remind messages, and send all written parent communication in both English and Spanish.	ITS, administrators, all staff and PTA  SCE \$500.		phone log, letters, newsletters, messages	parent attendance and feedback	Nov Feb Apr
Continue to implement CHAMPS schoolwide. Use committees to write and revise procedures for common areas and activities.	CHAMPS training group and all staff		staff training, student training	discipline referrals/data, climate surveys	Oct Feb May
Rachel's Challenge and Friends of Rachel to encourage kindness.	Principal, counselors, RC sponsors  SCE \$3600		RC assemblies, FOR participation	discipline data, climate surveys, community service projects	Oct Mar May
WEB- Where Everyone Belongs - 6th grade transition program	WEB sponsors, administrators  SCE \$2000		WEB leader training, WEB, WEB activities	discipline data, climate surveys	Oct Feb May
Encourage use of HAC, teacher websites, e-alerts and social media and provide opportunities for parents to sign up. Encourage teachers to use TAC to inform parents.	principal, counselors, teachers, ITS		# of active accounts	honor roll and failure reports, feedback regarding communication	Nov Feb Apr
Path to Scholarships Program to encourage goal-setting for our at-risk 8th graders.	PTS sponsors, counselors		PTS assemblies	discipline, grade and assessment data	Nov Feb May

"Generation Texas" - College Week as well as ongoing emphasis on higher education and college readiness	counselors, principals, teachers		activities, Gallup Survey, My College Options	student surveys, Gallup Survey results, My College Options data	<b>Jan</b>  <b>Mar</b>  <b>Apr</b>
Promote use of "Safe School Alert".	counselors		usage	survey	<b>Nov</b>  <b>Mar</b>  <b>May</b>
Collaborative guidance lessons in 6th, 7th, and 8th grade focusing on expectations, Mindset, relationships, coping skills, conflict resolution and communication skills.	counselors and principal		lessons	referrals	<b>Nov</b>  <b>Mar</b>  <b>May</b>
Community outreach - assist parents with HAC and Naviance in their neighborhood community centers and on library nights at SMS.	principal, APs, counselors		scheduled "events"	parent attendance, program usage	<b>Nov</b>  <b>Feb</b>  <b>Apr</b>
Family library nights at Strickland to engage our community.	librarian, teachers, students, counselors, administrators and parents		scheduled events	attendance	<b>Nov</b>  <b>Feb</b>  <b>Apr</b>
Become a Common Sense Digital Citizenship Certified School.	librarian, counselors, ITS, students		scheduled presentations	student survey results	<b>Nov</b>  <b>Feb</b>  <b>Apr</b>

## **Strickland Middle School Campus Improvement Plan**

### **2015-2016 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Strickland Middle School conducted a comprehensive needs assessment for the 2015-2016 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



## Student Achievement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

<u>STAAR results</u>	<u>tutoring data</u>
<u>TELPAS results</u>	<u>Aware reports</u>
<u>Pre-AP and enhanced course data</u>	<u>Data Dashboard reports</u>
<u>Grade distribution, failure reports and honor roll reports</u>	<u>_____</u>
<u>common assessment data</u>	<u>_____</u>

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

## Findings/Analysis

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

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

### Strengths

8th grade performance on math and reading STAAR for all subgroups (gap elimination)

STAAR math performance at all grade levels

High numbers of students on honor roll each grading period

Low numbers of students on failure report

At least 1/3 of students in 7th and 8th grade in enhanced and pre-AP classes

Consistent use of Aware by teachers for common assessments in most core content at all grades

Increased numbers of LEP students meeting criteria to exit ESL program

STAAR reading performance at 6th grade

### Needs

Co-teach classes for history

Improve SpEd and LEP performance on science and history

Co-teach classes for reading

emerging technology to increase student engagement

Use Aware for common assessments for all core content at all grade levels

Continue to use Book Whisperer strategies to improve reading skills of all students

Serve long-term ELLs in inclusion setting

### Summary of Needs

Co-teach classes for history

Improve SpEd and LEP performance on science and history

Co-teach classes for reading

emerging technology to increase student engagement

Use Aware for common assessments for all core content at all grade levels

Continue to use Book Whisperer strategies to improve reading skills of all students

Serve long-term ELLs in inclusion setting





**Demographics:**

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

Potential Data Sources:

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

**Data Sources Reviewed**

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

List the actual data sources reviewed below.

Campus Report Card	Data Dashboard
PEIMS info	EXPO data
Registrar Reports	
Counselors data	
TEA lunch guidelines	

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

## Findings/Analysis

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

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

### Strengths

ESL/sheltered classes in all core subjects

Accelerated classes for reading and math

Before and after school open lab

assigned tutoring (mandatory)

Students work with staff and other students with different cultures and experiences

Instructional technology

ACE after school program

### Needs

continue teacher summer reading related to student engagement in ECD/at-risk student populations

more access for staff to learn other languages

continued emphasis on ESL certification

how do we address the growing needs of mobile and homeless students

## Summary of Needs

continue teacher summer reading related to student engagement in ECD/at-risk student populations

continued emphasis on ESL certification

more access for staff to learn other languages

how to we address growing needs of mobile and homeless 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.

Student Climate and Culture Survey	
Staff Building Cleanliness Survey	
Discipline Data	
Student Gallup Survey	

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

## Findings/Analysis

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

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

## Strengths

Some areas of the building are exceptionally well-cleaned most of the time.

---

Less students feel that relationship violence is a problem at our school. Continue Friends of Family training in the fall.

---

Less bullying reported.

---

Gyms have been refinished.

---

Student of the Month

---

STAR store

---

## Needs

Student restrooms, faculty restrooms and some classrooms need to be better cleaned and maintained.

---

Improve student interactions with each other (by teaching expectations in an ongoing way) and increase opportunities to be a part of a student group or organization so that all students feel a sense of belonging.

---

Continue and improve Rachel's Challenge and CHAMPS implementation.

---

Continue to recognize students' achievements

---

## Summary of Needs

Student restrooms, faculty restrooms and some classrooms need to be better cleaned and maintained.

---

Improve student interactions with each other (by teaching expectations in an ongoing way) and increase opportunities to be a part of a student group or organization so that all students feel a sense of belonging.

---

Continue and improve Rachel's Challenge and CHAMPS implementation.

---

Continue to recognize students' achievements.

---



## Staff Quality, Recruitment and Retention

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

### Potential Data Sources

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

SBEC website	Highly Qualified report
Tutorial logs	Benchmark and common assessment data
New teacher questionnaire	
Staff Attendance report	
Staff lists from last 5 years	

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

## Findings/Analysis

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

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

### Strengths

Highly qualified teachers & low teacher turnover

---

Tutorials before and after school

---

math lab time / Talent Search

---

90 TWU mentors for students

---

Teacher of the Month/ School has a "family" feeling/WOW books increase positivity & community

---

Teacher accountability

---

Teaming/Professional Development/Horizontal Planning/AK training

---

Committing to the use of CHAMPS and Love & Logic

---

STAAR tutoring / Accelerated classes

---

ESL Sheltered/Accelerated Math/Dual language Program/ESL sheltered Science & Social Studies

---

### Needs

Restructuring "AK" training to not pull so many people off campus at once

---

Improve staff community

---

Continue to focus on vertical teaming

---

Increase attendance for technology training - possibly offer incentives

---

More understanding (training) regarding the STAAR test

---

More training for teachers on working with LEP students (161 in 13/14, 220 in 14/15)

---

more support for the dual language staff

---

All new staff need a go-to person assigned to them.

---

Viking award to be passed from teacher to teacher at faculty meetings

---

Continue to refine and structure instruction based on disaggregated data from standardized testing, district bench marks, common assessments, & STAAR data

---

## Summary of Needs

Continue to refine and structure instruction based on disaggregated data from standardized testing, district bench marks, common assessments, & STAAR data

---

Continue Love & Logic training as well as fine tuning school wide CHAMPS implementation

---

Continue efforts to build a school culture that reflects a sense of community by developing activities that will provide opportunities for staff to interact and create a stronger sense of community.

---

Improve planned vertical teaming and hold all accountable

---

Continue to work through PDAS and walkthroughs to provide teachers with feedback

---

Offer incentives for teachers to go to technology training to improve teacher quality

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## Curriculum, Instruction and Assessment

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

### Potential Data Sources

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

2013-14 School Report Card	teacher survey
2011-15 State assessment results	L2L data
2015 Bright Bytes Survey	Aware data
2011-15 Student population info	
2011-15 PEIMS report	

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

## Findings/Analysis

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

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

### Strengths

Instructional technology to enhance curriculum, instruction, and assessment

Use of Aware program to analyze data and adjust instruction or remediation

Common Assessments, when used to drive instruction / Horizontal planning for each core subject at each grade level

Vertical/horizontal planning implemented in math, science, and reading with district coordinator and other schools

Identifying students who need remediation

Intensive reading/math remedial classes

Open computer lab with math teacher before school

Use of Marzano strategies to foster engaging qualities/Increased teacher training for Look 2 Learning

“Book Whisperer” reading program is lowering gaps in student sub-populations

Standards referenced grading / Linking grades to TEKS in gradebook

### Needs

Look 2 Learning experience for all teachers

To see what skill-building information students are not retaining between 6th and 8th grades

District common assessments in all subjects & grade levels to vertically track student progress in Aware

More focus on vertical planning in all subject areas

Increased cross-curricular activities so that students make connections between subjects and apply learning to their own lives

Remediation for students who have gaps in subjects outside of reading and math

Data to evaluate success of district’s new grading policy

### Summary of Needs

Increased Look 2 Learning focus for all teachers

Vertical planning (and time for it)

Cross-curricular connections





## 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 achievements for all students

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

21st Century after school program data

Group/club outreach data

Counseling Data: Talent Search, College Ed., Transition Mtgs,

Student volunteer data

Club donation information

teacher/sponsor surveys

PTSA parent volunteer data

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

## Findings/Analysis

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

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

**Strengths**

strong family and community service connections  
numerous opportunities for college education awareness -  
connections with TWU and UNT

strong family communication network

GOAL - family, school and community

Staff Outreach

Community service projects by numerous classes  
including: shop, LS, F&CS

Array of service oriented clubs including; NJHS, StuCo,  
RC, and garden club

**Needs**

Recycling Program needs more promotion and awareness  
for staff and students

More organization for volunteer program

All teacher websites should be up to date

**Summary of Needs**

We have a diverse use of resources that involve family and community involvement. The main needs we see are the ineffective use of many teacher websites and keeping them up to date, and the recycling program awareness built up more, as well as ramping up the volunteer organization.



## School Context and Organization

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

Master schedule \_\_\_\_\_

student survey \_\_\_\_\_

staff survey \_\_\_\_\_

decision making processes \_\_\_\_\_

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

## Findings/Analysis

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

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

**Strengths**

Standards-referenced grading has helped most students take responsibility for their learning and seek assistance when they need it.

Most students feel that they are academically ready for the next grade and teachers agree.

Teachers have appropriate time to plan and are able to use formative assessments to guide planning for instruction.

Master schedule prioritizes student learning.

Math lab and tutorials in all subjects are available for every student needing assistance.

Duty schedules are in place and students are well-supervised.

New teachers are well-supported.

There are a wide variety of extra-curricular activities available to students.

CLT Decisions and campus budget decisions are transparent. Stakeholder have input.

Students want teacher to take care of behavior problems and disruptions to learning.

**Needs**

Continue to work to make all staff feel welcome and included-especially those who aren't on teams.

Prepare more students to be successful in pre-AP classes.

Continue to improve CHAMPS implementation to maximize instructional time.

**Summary of Needs**

Continue to work to make all staff feel welcome and included-especially those who aren't on teams.

Prepare more students to be successful in pre-AP classes.

Continue to improve CHAMPS implementation to maximize instructional time.



## Technology

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

### Potential Data Sources

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

### Data Sources Reviewed

***The traditional way we “do school” will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent***

List the actual data sources reviewed below.

Bright Bytes Clarity Survey

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Campus Inventory

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Campus Checkout Schedule

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Eduphoria Workshop

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ITS calendar

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

### Findings/Analysis

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

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

**Strengths**

Access to devices

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Access to software and apps

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Connectivity

---

Leadership

---

Technical Support

---

Foundational Skills

---

**Needs**

Professional Learning Opportunities

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Digital Citizenship

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4C's - creating, collaboration, critical thinking, and communication

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**Summary of Needs**

Strickland Middle School has strong foundational technology skills, a strong belief in the benefits of using technology in the classroom, excellent access to a variety of technology tools and devices, and strong internet connectivity. We need professional learning opportunities in integrating technology, instruction in using technology to address the 4C's in our classrooms, and support implementing Digital Citizenship instruction in the classrooms.

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## Comprehensive Needs Assessment Summary of Priority Needs 2015-2016

### **Demographics:**

continue teacher summer reading related to student engagement in ECD/at-risk student populations  
continued emphasis on ESL certification  
more access for staff to learn other languages  
how do we address growing needs of mobile and homeless students

### **School Culture and Climate:**

Student restrooms, faculty restrooms and some classrooms need to be better cleaned and maintained.

Improve student interactions with each other (by teaching expectations in an ongoing way) and increase opportunities to be a part of a student group or organization so that all students feel a sense of belonging.

Continue and improve Rachel's Challenge and CHAMPS implementation.

Continue to recognize students' achievements.

### **Student Achievement:**

Co-teach classes for history

Improve SpEd and LEP performance on science and history

Co-teach classes for reading

emerging technology to increase student engagement

Use Aware for common assessments for all core content at all grade levels

Continue to use Book Whisperer strategies to improve reading skills of all students

Serve long-term ELLs in inclusion setting

### **Teacher Quality:**

Continue to refine and structure instruction based on disaggregated data from standardized testing, district bench marks, common assessments, & STAAR data

Continue Love & Logic training as well as fine tuning school wide CHAMPS implementation

Continue efforts to build a school culture that reflects a sense of community by developing activities that will provide opportunities for staff to interact and create a stronger sense of community.

Improve planned vertical teaming and hold all accountable

Continue to work through PDAS and walkthroughs to provide teachers with feedback

Offer incentives for teachers to go to technology training to improve teacher quality

**Curriculum, Instruction and Assessment:**

Increased Look 2 Learning focus for all teachers

Vertical planning (and time for it)

Cross-curricular connections

**School Content and Organization:**

Continue to work to make all staff feel welcome and included-especially those who aren't on teams.

Prepare more students to be successful in pre-AP classes.

Continue to improve CHAMPS implementation to maximize instructional time.

**Family and Community Involvement:**

We have a diverse use of resources that involve family and community involvement. The main needs we see are the ineffective use of many teacher websites and keeping them up to date, and the recycling program awareness built up more, as well as ramping up the volunteer organization.

**Technology:**

Strickland Middle School has strong foundational technology skills, a strong belief in the benefits of using technology in the classroom, excellent access to a variety of technology tools and devices, and strong internet connectivity. We need professional learning opportunities in integrating technology, instruction in using technology to address the 4C's in our classrooms, and support implementing Digital Citizenship instruction in the classrooms.



## Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Pam Marshall
2) Classroom Teacher	Christina Dearman
3) Classroom Teacher	Leslie Shrader
4) Classroom Teacher	Michelle Trietsch
5) Classroom Teacher	John Lovette
6) Classroom Teacher	Dayna Van Aken
7) Campus-based Nonteaching Professional	Heather Williams
8) Campus-based Paraprofessional and Operations Staff	Gloria Smith
9) District-level Professional	Chris Slocum
10) Parent	Keely Briggs
11) Parent	Stephanie Watson
12) Community Member	Keith Adams
13) Community Member	Ricky Hayes
14) Business Representative	Barbara Russell
15) Business Representative	Scott Reib

CLT Meetings for 2015-2016			
#	Date	Time	Location
1	1/22/15	3:30 p.m.	SMS Library
2	2/19/15	3:30 p.m.	SMS Library
3	4/02/15	3:30 p.m.	SMS Library
4	4/16/15	3:30 p.m.	SMS Library
5	5/7/15	3:30 p.m.	SMS Library
6	5/14/15	3:30 p.m.	SMS Library
7	5/28/15	3:30	SMS Library
8	9/10/15	3:30	SMS Library

<b>9</b>	9/17/15	3:30	SMS Library
<b>10</b>	9/24/15	3:30	SMS Library
<b>11</b>	10/22/15	3:30	SMS Library
<b>12</b>	12/10/15	3:30	SMS Library